

Instructional Comprehensive Program Review: Online Teaching and Educational Technology

Cover

Overview

Program Review Year 2024

Title Online Teaching and Educational Technology

Year of Last Comprehensive Review

Year of Last Mini Update, if applicable

Originator Rahim, Nasreen

Area Dean Roberta Kunkel

Division

Bus & Workforce Development

Department

Educational Instructional Technology

Subject

- EDIT - Educational Instructional Technology

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses

- EDIT 010 - Computers and Digital Media in Education - Historical
- EDIT 015 - Online Course Design: Theory and Practice - Historical
- EDIT 022 - Online Course Development - Active
- EDIT 023 - Creating Accessible Course Content - Active
- EDIT 025 - Copyright and Creativity in Digital Learning - Historical
- EDIT 026 - Women in STEM - Active
- EDIT 027 - Adopting and Integrating Open Education Resources (OER) - Active
- EDIT 028 - Synchronous Online Teaching and Learning - Historical

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

- Albrecht, Renee
- James, Patricia
- Kunkel, Robbie
- Lagrow, Martin

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

Creating an Education Instructional Technology certificate has been one of the goals of the Instructional Technology department for many years. The full-time Instructional Technology faculty was hired in 2001, and that is when the faculty started working towards developing the Educational Instructional Technology courses. The first course, EDIT 010: Computers in Education, was developed in 2003 and offered in Fall of 2003. Within a year, EDIT 022: Online Course Development was launched along with a few more which became outdated over time and were deactivated. Thus, the EDIT courses came into being. Soon, the job responsibilities of distance education, in the form of online teaching and learning and faculty training, became a primary job responsibility of the faculty. The EDIT courses remained as individual courses, and the dream of the certificate was shelved.

In 2018, EVC received the CTE Pathways grant. It should be noted that the CTE Pathways grant from the CA State Chancellor's office provided the financial support to create this certificate. This grant allowed EVC to develop and deploy the Online Teaching & Educational Technology certificate program, consisting of seven courses and 19 units. All the courses of this program have received a Quality Reviewed (QR) badge from the California Virtual Campus- Online Education Initiatives (CVC-OEI) Exchange, which is part of the Certificate of Achievements Offering a Fully Online Pathway (<https://cvc.edu/online-certificates-of-achievement/>). Thus, the EDIT program meets the college's mission to increase the number of 100% online certificate pathways. The new EDIT online certificate, called Online Teaching and Educational Technology certificate, is a fully online program under the Instructional Technology Department. This certificate aims to provide effective instruction through

distance learning by teachers from K-12, community colleges, universities, adult education programs, and corporate training. This online teaching certificate program, offered for the first time in the Fall of 2021, is unique in the California Community College system. Currently, this program has one full-time faculty and three adjunct faculty.

[Brochure attached]

- **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

This question does not apply to this program review since this is the first program review of the Online Teaching and Educational Technology program. I may try an attempt to answer this question.

- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**

The Online Teaching and Educational Technology program was created through the Career Technology Education (CTE) Pathways grant received in 2018. All the courses of this program have received a Quality Reviewed (QR) badge from the California Virtual Campus Exchange, which is part of the Certificate of Achievements Offering a Fully Online Pathway (<https://cvc.edu/online-certificates-of-achievement/>). As part of approval and acceptance into the CVC Exchange, each course was required to meet defined quality standards. Each course has been reviewed and approved by the CVC-OEI Peer Online Course Review (POCR) process and has met or exceeded the rigorous **quality** and accessibility standards defined by the CVC-OEI. As required by a CTE program, other curriculum updates are made every two years. Thus, the EDIT program meets the college's mission and vision to increase the number of 100% online certificate pathways with high-quality student-centered learning.

The Online Teaching and Education Technology Certificate of Achievement was approved and formally launched in the Fall 2021. Through this certificate of achievement, partnerships were made with local school districts, Business Skills Partnership (BSP), industry partners, California Community Colleges (CCC), California Virtual Campus (CVC) Open Education Initiatives (OEI), and Peralta Equity. Therefore, aligning with the college's values to provide **opportunities** for ongoing relationships with K-12 educational leaders, the San José business community, community leaders, and our local legislators.

Establish a state-of-the-art facility to serve as an instructional space as well as for exploration and learning. To advance technology in education and eLearning and transform teaching by providing innovative professional learning that inspires students to be lifelong learners.

The program meets additional college mission, vision, and values of accessibility and **equity** by providing all courses within the Certificate Program in Online Teaching and Educational Technology as zero-textbook-cost (ZTC) courses. Students do not need to purchase outside textbooks and resources to participate in the courses to complete this certificate of achievement. The online pathway and devoted program counselors assist with educational planning and certificate completion. We have one full-time member and three associate faculty to be able to offer all the courses needed to complete the certificate of achievement. The goal is to continue with regular advisory meetings (BACCC, State, etc.), professional development, and conference presentations. In 2022, the EDIT team presented the EVC Online Teaching Certificate at multiple local, regional, and national

conferences. These presentations have provided the opportunity to present EVC and the program in a positive manner by sharing the research-based best practices and thorough processes used to develop the certificate.

The program continues to achieve its goals of meeting or exceeding the district and college mission, strategic initiatives, academic offerings, and priorities by embracing diversity, teaching ethical and productive behavior, and creating highly successful school-to-work linkages. We listen to our students and adopt practices that best meet their unique needs.

[Sample presentation attached]

- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

This question does not apply to this program review since this is the first program review of the Online Teaching and Educational Technology program.

- **5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**

Three years from now, the program should grow in enrollment due to expanded certificate awareness, increased online teaching needs, new faculty hires, and the necessary equipment to allow all active courses to be offered in the two-year pathway. This will increase certificate completion with the number of classes needed to remain student-centered and fulfill the department's two-year pathways. Therefore, there is a need for expansion with state-of-the-art classrooms devoted to offering EDIT courses in all modalities. This will allow more sections to be delivered, help students complete this certificate of achievement and job placement, and empower students to become civically responsible global citizens. We should also be able to serve our community industry partners with greater job placement and internships. By decreasing or eliminating costs for students for texts and other equipment, we serve the college's mission of providing equity, opportunity, and social justice to all community members, especially those disadvantaged students.

The Certificate Program in Online Teaching and Educational Technology is designed to meet the growing needs of online educators in various teaching sectors, like K-12 teachers, higher education faculty, community college professors, non-profit organizations, governmental agencies, and businesses that develop online training programs. The Online Teaching and Educational Technology certificate is designed for educators and those interested in entering the online teaching and learning field. The program serves traditional and non-traditional students taking courses in all modalities. With the rapid changes and advancements in online education and educational technology, the need for skilled instructors has grown. Another goal of this program is adding EDIT 28 to fulfill the demand for synchronous teaching modalities. It is a way to keep the option open by enhancing EDIT 028 further to include the Hyflex modality.

Finally, the ultimate three-year EDIT program goal is to create an online Associate Degree in Instructional Design. As today's learners become more receptive to online interactive learning, e-learning represents a paradigm shift in delivering and acquiring knowledge. Participants will learn how to design, implement, assess and evaluate curriculum content and appropriate teaching methodology for the online classroom. They will explore leading educational technology tools, software, and web-

based applications. An Associate Degree in Instructional Design would allow EVC to become a leading college advancing opportunity, equity, and social justice through supporting students' aspirations, education, and career attainment.

Program Set Standards (Summary Tab)

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'15-F'21 average		72.00%		

Courses with no Degree or Certification

EDIT 010 - Computers and Digital Media in Education

Created: 11/17/2019

Modify Course

Originator: Nasreen Rahim

EDIT 015 - Online Course Design: Theory and Practice

Created: 10/10/2019

New Course

Originator: Nasreen Rahim

EDIT 022 - Online Course Development

Created: 02/04/2017

Modify Course

Originator: Nasreen Rahim

EDIT 025 - Copyright and Creativity in Digital Learning

Created: 10/05/2019

New Course

Originator: Nasreen Rahim

EDIT 026 - Women in STEM

Created: 02/02/2016

Create / Modify DE Course

Originator: Nasreen Rahim

EDIT 027 - Adopting and Integrating Open Education Resources (OER)

Created: 09/13/2019

New Course

Originator: Nasreen Rahim

EDIT 028 - Synchronous Online Teaching and Learning

Created: 01/14/2022

New Course

Originator: Nasreen Rahim

EDIT 023 - Creating Accessible Course Content

Created: 11/20/2019

New Course

Originator: Nasreen Rahim

Program Success Rate 72.39

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard 65.15

Recommendation: 90% of the 6 year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 74%

- **Is your program success rate higher or lower than the campus?**

Our program success rate is higher than the campus success rate.

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

Our Program Success Rate is higher than EVC's success rate. All courses offered have gone through the quality assurance approval by the Peer Online Course Review process. Therefore, they are all quality courses that directly align with student success. The other most critical element to online student success is that all faculty teaching EDIT courses strictly adhere to the Regular and Substantive Interaction (RSI), which is considered the key element towards online students' success. Besides, we also help students succeed in and outside the classroom, ensuring that all our instructors participate in Early Alert and follow up with struggling students to get the support they need or withdraw from the class. All of the instructors of the EDIT courses are trained in humanizing their online classes through pre-course contact with students using the liquid syllabus. Instructors are also mindful of giving extensions for due dates whenever there are any emergencies and staying away from penalizing students. Finally, with equity and social justice being the college's mission, this entire certificate of achievement is the Zero Text Cost (ZTC) certificate. That is one of the key factors towards student success in pursuing equity for populations currently and historically marginalized and underrepresented.

- **Is the current program success rate higher than the program set standard?**

Our current program success rate (73.40%) is higher than the program-set standard (65.07%).

- **How close is the program to meeting the program success goal?**

We've already exceed it by 1.61%

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

Yes, these measures are still current and accurate.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 102 - 78.380%**

Program Average Total Enrolled

3.000

Program Success Rate

67.860

- **Asian: 9380 - 79.320%**

Program Average Total Enrolled

17.000

Program Success Rate

73.800

- **Black or African American: 464 - 61.430%**

Program Average Total Enrolled

3.000

Program Success Rate

43.000

- **Hawaiin/Pacific Islander: 95 - 65.790%**

Program Average Total Enrolled

1.000

Program Success Rate

100.000

- **Latinx: 9005 - 64.730%**

Program Average Total Enrolled

18.000

Program Success Rate

70.470

- **Two or More Races: 614 - 70.030%**

Program Average Total Enrolled

3.000

Program Success Rate

80.300

- **Unknown: 1655 - 72.640%**

Program Average Total Enrolled

3.000

Program Success Rate

86.810

- **White: 1256 - 73.480%**

Program Average Total Enrolled

14.000

Program Success Rate

74.990

Success Rates: Measures by Gender

- **Female: 12340 - 73.970%**

Program Average Total Enrolled

37.000

Program Success Rate

75.680

- **Male: 10154 - 69.610%**

Program Average Total Enrolled

19.000

Program Success Rate

63.240

- **No Value Entered: 77 - 72.590%**

Program Average Total Enrolled

1.000

Program Success Rate

100.000

Success Rates: Measures by Age

- **17 & Below: 736 - 86.260%**

Program Average Total Enrolled

1.000

Program Success Rate

75.000

- **18-24: 15285 - 69.350%**

Program Average Total Enrolled

15.000

Program Success Rate

69.400

- **25-39: 4470 - 75.390%**

Program Average Total Enrolled

12.000

Program Success Rate

74.420

- **40 & Over: 2065 - 78.860%**

Program Average Total Enrolled

29.000

Program Success Rate

69.240

- **Unknown: 16 - 71.080%**

Program Average Total Enrolled

0.000

Program Success Rate

0.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

Equity Gaps by Race/Ethnicity:

- American Indian: -10.52%
- Asian: -5.52%
- Black or African American: -18.43

Equity Gaps by Gender:

- Male: -6.37%

Equity Gaps by Age:

- 17 & Below: -11.26%
- 25-35: -0.97%
- 40 and Over: -9.62%

The following measures will be taken to close the equity gaps by race/ethnicity, gender, and age:

The EDIT program will provide support and interfere in the best way possible to help students struggling in the courses, regardless of their race/ equity, gender, or age. The instructor will maintain regular contact via email and the other Canvas tools like multiple announcements per week, Discussion posts, Zoom office hours as well as study sessions, and timely and consistent feedback on student assignments within 72 hours of the assignment submission due dates. Meeting on campus as per student request after an assignment is reviewed or new material is given. The instructor will check for understanding with the identified student and see how the student can be helped. One-on-one sessions will be conducted with the students. Explain the assignment again differently in hopes the student understands the assignment. Ask guiding questions or provide assignments in a different format.

Timeline of Implementation and Reassessment

Based on data, our goal is to at least meet the EVC success rate by implementing possible strategies moving forward that are as follows:

Strategy: Provide one-on-one virtual and on-campus hands-on help for students struggling in the courses, regardless of their race/ equity, gender, or age.

Timeline: Spring 2023

Reassessment: Fall 2023

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**

From the data provided, it is concluded that ethnicity, gender, and age contribute to varying degrees of meeting success rates. Some subcategories in ethnicity, gender, and age meet or exceed the program's standard for success and program success goal.

The subcategories that bring down the success rate lie in the Race/Ethnicity categories, specifically in minorities with low student counts at EVC. I am surprised to see that Asians have low success rates even with a substantial number of students, while Latinx exceed success rates with a similar headcount. It is unlike the correlation at EVC. However, I see a correlation with the lowest success rate for Black/ African Americans at EVC being the lowest success rate in the EDIT department.

- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

All the courses are taught asynchronously online. Therefore, it is not possible to make the comparison.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:

http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
(http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

- **Certificate of 12-18 units**

Number of Awards (Examine 2017-18, 2018-19 data, 2019-20 data and 2020-21 data)

0

Discussion

This is a new program; therefore, no data was found for the parameters entered.

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 4639 - 50.900%**
Program Average Headcount
11.000
Program Percentage of Total
20.000
- **Day & Evening: 2929 - 32.100%**
Program Average Headcount
8.000
Program Percentage of Total
14.500
- **Evening: 1022 - 11.200%**

Program Average Headcount

2.000

Program Percentage of Total

3.600

- **Unknown: 530 - 5.800%**

Program Average Headcount

34.000

Program Percentage of Total

61.800

Student Enrollment Type: Academic Load

- **Full Time: 2259 - 24.800%**

Program Average Headcount

7.000

Program Percentage of Total

12.700

- **Half Time or less than half time: 6084 - 66.700%**

Program Average Headcount

40.000

Program Percentage of Total

72.700

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

Not applicable since this is the first program review.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

Since this is a CTE program where all courses are offered fully asynchronous online, it is common to have more average headcount as unknown when it comes to day or evening students, as well as more half-time or less than half-time academic load because most of them are working professionals.

- **c. Based on the data, would you recommend any changes?**

It is a new program, and we are just gathering information to be able to recommend measures to making any changes.

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 5008 - 54.950%**
Program Headcount
35.000
Program Percentage of Total
63.640
- **Male: 4075 - 44.640%**
Program Headcount
19.000
Program Percentage of Total
34.550
- **No Value Entered: 37 - 0.410%**
Program Headcount
1.000
Program Percentage of Total
1.820

Student Demographic: Age

- **17 & Below: 486 - 5.310%**
Program Headcount
1.000
Program Percentage of Total
1.850
- **18-24: 5493 - 60.210%**
Program Headcount
14.000
Program Percentage of Total
25.930
- **25-39: 2168 - 23.800%**
Program Headcount
11.000
Program Percentage of Total
20.370
- **40 & Over: 966 - 10.600%**
Program Headcount
28.000
Program Percentage of Total
51.850
- **Unknown: 8 - 0.090%**
Program Headcount

0.000

Program Percentage of Total

0.000

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 40 - 0.430%**
Program Headcount
1.000
Program Percentage of Total
1.750
- **Asian: 3689 - 40.480%**
Program Headcount
16.000
Program Percentage of Total
28.070
- **Black or African American: 208 - 2.290%**
Program Headcount
3.000
Program Percentage of Total
5.260
- **Hawaiian/Pacific Islander: 36 - 0.400%**
Program Headcount
1.000
Program Percentage of Total
1.750
- **Latinx: 3636 - 39.850%**
Program Headcount
17.000
Program Percentage of Total
29.820
- **Two or More Races: 248 - 2.730%**
Program Headcount
2.000
Program Percentage of Total
3.510
- **Unknown: 690 - 7.520%**
Program Headcount
3.000
Program Percentage of Total

5.260

- **White: 573 - 6.300%**

Program Headcount

14.000

Program Percentage of Total

24.560

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

Race/Ethnicity Headcount: For race/ethnicity, the headcount for the largest population, which has always been the Asian and Latinx where the unique difference between the campus was that there was a substantial increase in Latinx students from 8 to 27 in 2018 FA, while the headcount for Asian students decreased. I think it is because the ENLACE, Special Program for EVC Latinx students' counselors, encouraged careers in Early Childhood Education and K-4 teachers. There was never much growth in headcount for the Black or African American student population, even during COVID, when the headcount increased for most races/ethnicity.

Gender Headcount: For gender headcount, both female and male headcounts increased. The female students increased from 18 to 77 in 2021 SP and dipped to 47 in 2021 FA. The headcount for male students increased from 5 to 51 in 2021 SP and then dipped to 36 in 2021 FA respectively. The changes in enrollment are attributed to COVID when more people went home and took to remote learning.

Headcount by Age: The headcount for 17 & Below has always been insignificant or none, even during COVID. The 18-24 age group decreased with time from 18 to 11 in 2021 FA. I can only think that this decline in teacher preparation enrollments for the 18-24 age group could be one of the reasons for the teacher shortage in the state. However, the 25-39 age group started with a headcount of 2 and increased to 22 in 2021 FA, while the 40 and over age group that started with 4 increased to 50 in 2021 FA. The courses and the certificate seem to be more suited for these two age groups of professionals where most of the students are in-service teachers from K-14.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

Compared to the overall college, most EDIT students are now 40 and older than the overall student population. The department has very few students who are 17 and under, and the headcount of 18-24 has significantly decreased with time. The category and students between the ages of 40 and over normally represent about 65% of the population. The percentage of xx -xx is also larger than the EVC total numbers. Possible reasons for this could be:

1. Students returning to college to gain specific knowledge for a job change or job growth
2. Students with bachelor's degrees in other subjects returning to college
3. San Jose students taking courses at EVC

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

The interventions the program needs to implement to decrease the enrollment gap are;

- 1) recruiting high school students,
- 2) recruiting females, and
- 3) recruiting Asians and African Americans.

I am considering interventions at the curriculum level. For example, drawing more male as well as African American students could happen by changing the title and some content areas for EDIT 026 by changing the name from Women in STEM to Gender in STEAM.

Institutional Effectiveness (6.5 year average, see Summary Tab)

EVC Capacity: 61.70% EVC Productivity: 14.43

Program Capacity

46.90%

Program Productivity

9.60

Is your capacity rate higher or lower then the campus?

Lower than campus

Is your productivity goal higher or lower than the campus?

Lower than campus

If the program capacity and/or productivity is lower than the campus, please provide rationale:

The department capacity is running lower than EVC by 15%. It is a new program offered in Fall 2021 for the first time, and I am hopeful that the capacity will increase and shorten the capacity gap. The program has one full-time faculty and three associate faculty, and as the program grows with more section offerings, we will be able to shorten the gap. Similarly, with time, the 4.83 lower productivity gap will also increase with time. Since this is a new CTE program, most students are not full-time equivalent students. Also, it is a new program for teacher professional development.

Curriculum

Related Assessments

Test- Created: 09/23/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1425)

Test- Created: 03/17/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2355)

EDIT 010 Spring 2022- Created: 06/04/2022 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/2581)

EDIT 010 Fall 2021- Created: 09/22/2021 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/1418)

Computers and Digital Media in Education- Created: 12/02/2019 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/33)

EDIT015- Created: 10/23/2021 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/1700)

EDIT 022 Fall 2021- Created: 01/11/2022 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/2111)

EDIT 022 Fall 2021-202- Created: 01/24/2022 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/2171)

EDIT022- Online Course Development- Created: 09/28/2021 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/1446)

EDIT 023 Accessible Course Design- Created: 10/21/2021 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/1679)

EDIT 025 - Copyright and Creativity- Created: 10/01/2021 New Section Level SLO Assessment Report Originator: Renee Albrecht (/Form/Module/Index/1470)

EDIT 025 - Copyright and Creativity in Digital Learning- Created: 10/19/2021 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/1653)

EDIT 026 Women in STEM- Created: 09/22/2021 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/1419)

EDIT 027-Adopting and Integrating Open Education Resources (OER)- Created: 09/28/2021 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/1453)

- **1. Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

Not applicable with regards to the last program review since this is a new program. However, as a new program, some courses have been modified. Most of the courses were being taught as stand-alone CTE courses and needed modification every two years. They also needed to update the online addendum to apply all modalities after COVID. Similarly, post-COVID also introduced an additional 1-unit EDIT 028 Online Synchronous Teaching. It will also need to be added to the program soon. Currently, it is taught as a stand-alone course. The other course that needs to be updated is EDIT 026- Women in STEM. After teaching it online for the last three years, it has become clear that the course may discontinue at this rate. That is the reason why there needs to be an overhaul. With the help of the feedback from the students, the EDIT team has been able to think out of the box and come up with a modified title that keeps with time and time and equity, called Gender in STEAM. It will be huge. overhaul of the course.

- **2. Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to deactivate these courses, please explain why).**

Here's the list of courses for the EDIT program. Most of them have gone through the 2-year timeline for the scheduled course outline revision.

- EDIT010: Computers and Digital Media
- EDIT015: Online Course Design and Teaching
- EDIT022: Online Course Development
- EDIT023: Creating Accessible Course Content
- EDIT025: Copyright and Creativity
- EDIT026: Women in STEM

- EDIT027: Open Educational Resources

Each of these courses address an important component to a well-designed and accessible online course. Content within the courses aligns with best practices in pedagogy and adragogy, as well as current online course accessibility and copyright standards.

As the regulations, industry, technology and research is updated, the content in these courses will be monitored to ensure that we are including and incorporating content and technology that will serve our learners to be successful in their career. We do this by staying abreast of online course regulatory and legal requirements, connecting with experts in the field, and researching best practices in each of the major areas: Technology, Design, Development, Accessibility, Copyright, STEM, and OER. As mentioned earlier, the different modalities of presentation (asynchronous, synchronous and hyflex), are also areas of focus.

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

Term 1	Units	Notes
EDIT 10	3	
EDIT 15	3	
EDIT 25	2	
Total Units	8	
Term 2	Units	Notes
EDIT 22	3	
EDIT 23	3	
EDIT 26	3	
Total Units	9	
Term 2	Units	Notes
EDIT 27	2	
Total Units	2	

- **4. 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?**

Each course integrates technology and strategies the learners can use in their practice. In courses where design and development are the focus, engaging technologies are introduced so learners can practice using them and integrate them into their courses. For example, interactive video tools are used in many course discussion and assignments. This allows learners to use and see how the tool functions and how a student would use the tool. Technology tools integrated and used within the program are ones that can be obtained without additional cost to the learner.

Research has shown that shorter videos are more engaging. Throughout the EDIT courses, there is an effort to ensure that video content is shorter or chunked to support this research. This concept is also taught as a best practice so learners can include it in their course development.

The use of knowledge checks, pre-quizzes, and other formative assessments throughout the courses allows learners to practice the concepts in a way that allows them to fail and retry without negative consequences.

A plan moving forward is to add micro-credentialing to the program that will provide learners with interim success and badges to share to support their career and job success. Thus, establish a state-of-the-art facility as an instructional space for exploration and learning. To advance technology in education and eLearning and transform teaching by providing innovative professional learning that inspires students to be lifelong learners.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

Adding EDIT 28 to the certificate. EDIT028 focuses on synchronous and hyflex skills that will provide learners with additional in-demand skills.

Micro-credential: A future plan is to add microcredentialing to the program that will provide learners with interim success, as well as badges to share to support their own career and job success.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

Currently, the program is not articulated with any high schools. I would love to articulate with High School Districts and/or other four year institutions.

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

Not applicable for this program.

Student Learning Outcome and Assessment

Related Assessments

Test- Created: 09/23/2021 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/1425)

Test- Created: 03/17/2022 New Section Level SLO Assessment Report Originator: Grace Estrada (/Form/Module/Index/2355)

EDIT 010 Spring 2022- Created: 06/04/2022 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/2581)

EDIT 010 Fall 2021- Created: 09/22/2021 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/1418)

Computers and Digital Media in Education- Created: 12/02/2019 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/33)

EDIT015- Created: 10/23/2021 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/1700)

EDIT 022 Fall 2021- Created: 01/11/2022 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/2111)

EDIT 022 Fall 2021-202- Created: 01/24/2022 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/2171)

EDIT022- Online Course Development- Created: 09/28/2021 New Section Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/1446)

EDIT 023 Accessible Course Design- Created: 10/21/2021 New Section Level SLO Assessment Report
Originator: Nasreen Rahim (/Form/Module/Index/1679)

EDIT 025 - Copyright and Creativity- Created: 10/01/2021 New Section Level SLO Assessment Report
Originator: Renee Albrecht (/Form/Module/Index/1470)

EDIT 025 - Copyright and Creativity in Digital Learning- Created: 10/19/2021 New Section Level SLO
Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/1653)

EDIT 026 Women in STEM- Created: 09/22/2021 New Section Level SLO Assessment Report Originator:
Nasreen Rahim (/Form/Module/Index/1419)

EDIT 027-Adopting and Integrating Open Education Resources (OER)- Created: 09/28/2021 New Section
Level SLO Assessment Report Originator: Nasreen Rahim (/Form/Module/Index/1453)

Student Learning Outcomes

EDIT 010 - Computers and Digital Media in Education - Integrate technology to create pedagogical change in
teaching and learning (Active)

EDIT 010 - Computers and Digital Media in Education - Integrate technology to create pedagogical change in
teaching and learning (Rejected)

EDIT 010 - Computers and Digital Media in Education - Integrate technology to create pedagogical change in
teaching and learning (Draft)

EDIT 010 - Computers and Digital Media in Education - Apply the Internet and web technologies for
communication and networking in educational environment (Draft)

EDIT 010 - Computers and Digital Media in Education - Apply the Internet and web technologies for
communication and networking in educational environment (Rejected)

EDIT 010 - Computers and Digital Media in Education - Apply the Internet and web technologies for
communication and networking in educational environment (Active)

EDIT 010 - Computers and Digital Media in Education - Develop lessons using digital media and multimedia
technologies (Active)

EDIT 010 - Computers and Digital Media in Education - Develop lessons using digital media and multimedia
technologies (Rejected)

EDIT 010 - Computers and Digital Media in Education - Develop lessons using digital media and multimedia
technologies (Draft)

EDIT 010 - Computers and Digital Media in Education - Demonstrate problem solving and inquiry learning
using software and web tools (Draft)

EDIT 010 - Computers and Digital Media in Education - Demonstrate problem solving and inquiry learning
using software and web tools (Rejected)

EDIT 010 - Computers and Digital Media in Education - Demonstrate problem solving and inquiry learning
using software and web tools (Active)

EDIT 010 - Computers and Digital Media in Education - Evaluate educational technologies for curriculum
integration, adequate funding and classroom support (Active)

EDIT 010 - Computers and Digital Media in Education - Evaluate educational technologies for curriculum
integration, adequate funding and classroom support (Rejected)

EDIT 010 - Computers and Digital Media in Education - Evaluate educational technologies for curriculum
integration, adequate funding and classroom support (Draft)

EDIT 010 - Computers and Digital Media in Education - Identify security and ethical issues in teaching and
learning using technologies (Draft)

EDIT 010 - Computers and Digital Media in Education - Identify security and ethical issues in teaching and
learning using technologies (Rejected)

EDIT 010 - Computers and Digital Media in Education - Identify security and ethical issues in teaching and
learning using technologies (Active)

EDIT 015 - Online Course Design: Theory and Practice - Identify, discuss and apply federal and state regulations that impact online course policy and practice (Historical)

EDIT 015 - Online Course Design: Theory and Practice - Identify, discuss and apply federal and state regulations that impact online course policy and practice (Active)

EDIT 015 - Online Course Design: Theory and Practice - Identify and access local support for online teachers and learners (Active)

EDIT 015 - Online Course Design: Theory and Practice - Identify and access local support for online teachers and learners (Historical)

EDIT 015 - Online Course Design: Theory and Practice - Design introductory activities that support an online learning community (Historical)

EDIT 015 - Online Course Design: Theory and Practice - Design introductory activities that support an online learning community (Active)

EDIT 015 - Online Course Design: Theory and Practice - Create strategies for effective time and 'classroom' management for a virtual environment (Active)

EDIT 015 - Online Course Design: Theory and Practice - Create strategies for effective time and 'classroom' management for a virtual environment (Historical)

EDIT 015 - Online Course Design: Theory and Practice - Compare and contrast online course design theories (backward design, cognitive load, etc.) (Historical)

EDIT 015 - Online Course Design: Theory and Practice - Compare and contrast online course design theories (backward design, cognitive load, etc.) (Active)

EDIT 022 - Online Course Development - Address the elements of instructional design to include elements such as structure of the course, learning objectives, organization of content, and instructional strategies (Draft)

EDIT 022 - Online Course Development - Address the elements of instructional design to include elements such as structure of the course, learning objectives, organization of content, and instructional strategies (Active)

EDIT 022 - Online Course Development - Emphasize the type and amount of interaction and collaboration among participants by creating a community within an online environment (Active)

EDIT 022 - Online Course Development - Emphasize the type and amount of interaction and collaboration among participants by creating a community within an online environment (Draft)

EDIT 022 - Online Course Development - Provide prompt feedback to the quality and type of student assessments within the course (Draft)

EDIT 022 - Online Course Development - Provide prompt feedback to the quality and type of student assessments within the course (Active)

EDIT 022 - Online Course Development - Address the variety of services and support resources made available to students taking the course (Active)

EDIT 022 - Online Course Development - Address the variety of services and support resources made available to students taking the course (Draft)

EDIT 022 - Online Course Development - Create an effective orientation module and one course content module (Draft)

EDIT 022 - Online Course Development - Create an effective orientation module and one course content module (Active)

EDIT 023 - Creating Accessible Course Content - Apply Universal Design concepts to the planning and design of your online course (Active)

EDIT 023 - Creating Accessible Course Content - Apply Universal Design concepts to the planning and design of your online course (Historical)

EDIT 023 - Creating Accessible Course Content - Apply pertinent Federal, State, and District requirements to the planning and design of your online course (Historical)

EDIT 023 - Creating Accessible Course Content - Apply pertinent Federal, State, and District requirements to the planning and design of your online course (Active)

EDIT 023 - Creating Accessible Course Content - Identify barriers to access that impede student success (Active)

EDIT 023 - Creating Accessible Course Content - Identify barriers to access that impede student success (Historical)

EDIT 023 - Creating Accessible Course Content - Create accessible content within your CMS (Historical)

EDIT 023 - Creating Accessible Course Content - Create accessible content within your CMS (Active)

EDIT 023 - Creating Accessible Course Content - Create accessible documents using Word, Google docs, PowerPoint, and/or PDF (Active)

EDIT 023 - Creating Accessible Course Content - Create accessible documents using Word, Google docs, PowerPoint, and/or PDF (Historical)

EDIT 023 - Creating Accessible Course Content - Caption video and check curated resources for accessibility using online tools (Historical)

EDIT 023 - Creating Accessible Course Content - Caption video and check curated resources for accessibility using online tools (Active)

EDIT 025 - Copyright and Creativity in Digital Learning - Identify the purpose of copyright and its basic rights. (Active)

EDIT 025 - Copyright and Creativity in Digital Learning - Identify the purpose of copyright and its basic rights. (Draft)

EDIT 025 - Copyright and Creativity in Digital Learning - Identify the purpose of copyright and its basic rights. (Active)

EDIT 025 - Copyright and Creativity in Digital Learning - Address the limitations of copyright, including fair use and apply fair use in teaching. (Active)

EDIT 025 - Copyright and Creativity in Digital Learning - Address the limitations of copyright, including fair use and apply fair use in teaching. (Draft)

EDIT 025 - Copyright and Creativity in Digital Learning - Address the limitations of copyright, including fair use and apply fair use in teaching. (Active)

EDIT 025 - Copyright and Creativity in Digital Learning - Demonstrate how to get media from lawful sources that respect the rights of the owner. (Active)

EDIT 025 - Copyright and Creativity in Digital Learning - Demonstrate how to get media from lawful sources that respect the rights of the owner. (Draft)

EDIT 025 - Copyright and Creativity in Digital Learning - Demonstrate how to get media from lawful sources that respect the rights of the owner. (Active)

EDIT 025 - Copyright and Creativity in Digital Learning - Demonstrate how to share media in legal and ethical ways. (Active)

EDIT 025 - Copyright and Creativity in Digital Learning - Demonstrate how to share media in legal and ethical ways. (Draft)

EDIT 025 - Copyright and Creativity in Digital Learning - Demonstrate how to share media in legal and ethical ways. (Active)

EDIT 025 - Copyright and Creativity in Digital Learning - Review the laws and best practices of copyright and fair use. (Active)

EDIT 025 - Copyright and Creativity in Digital Learning - Review the laws and best practices of copyright and fair use. (Draft)

EDIT 025 - Copyright and Creativity in Digital Learning - Review the laws and best practices of copyright and fair use. (Active)

EDIT 025 - Copyright and Creativity in Digital Learning - Apply copyright and fair use to know how to help students find creative work that is free and legal to re-use and share. (Active)

EDIT 025 - Copyright and Creativity in Digital Learning - Apply copyright and fair use to know how to help students find creative work that is free and legal to re-use and share. (Draft)

EDIT 025 - Copyright and Creativity in Digital Learning - Apply copyright and fair use to know how to help students find creative work that is free and legal to re-use and share. (Active)

EDIT 026 - Women in STEM - Analyze factors affecting women's participation in STEM fields from a historical perspective (Active)

EDIT 026 - Women in STEM - Assess how STEM education and careers have affected women nationally and globally (Active)

EDIT 026 - Women in STEM - Create strategies to recruit, support and retain women in STEM education and careers (Active)

EDIT 026 - Women in STEM - Analyze women's contribution in STEM education and careers (Active)

EDIT 026 - Women in STEM - Analyze the future of women in STEM education and careers from a global perspective (Active)

EDIT 027 - Adopting and Integrating Open Education Resources (OER) - Develop an understanding and appreciation for open content and open educational practices (Historical)

EDIT 027 - Adopting and Integrating Open Education Resources (OER) - Develop an understanding and appreciation for open content and open educational practices (Active)

EDIT 027 - Adopting and Integrating Open Education Resources (OER) - Identify potential open resources for use in educational environments (Active)

EDIT 027 - Adopting and Integrating Open Education Resources (OER) - Identify potential open resources for use in educational environments (Historical)

EDIT 027 - Adopting and Integrating Open Education Resources (OER) - Create open resources using wikis, Pressbooks, and multimedia (Historical)

EDIT 027 - Adopting and Integrating Open Education Resources (OER) - Create open resources using wikis, Pressbooks, and multimedia (Active)

EDIT 027 - Adopting and Integrating Open Education Resources (OER) - Apply accessibility and UDL concepts to open resources (Active)

EDIT 027 - Adopting and Integrating Open Education Resources (OER) - Apply accessibility and UDL concepts to open resources (Historical)

EDIT 027 - Adopting and Integrating Open Education Resources (OER) - Apply basic instructional design concepts (Historical)

EDIT 027 - Adopting and Integrating Open Education Resources (OER) - Apply basic instructional design concepts (Active)

EDIT 027 - Adopting and Integrating Open Education Resources (OER) - Develop a lesson based on open educational practices for use in their classes (Active)

EDIT 027 - Adopting and Integrating Open Education Resources (OER) - Develop a lesson based on open educational practices for use in their classes (Historical)

Program Learning Outcomes

- 1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.

PLOs:

1. Demonstrate effective communication appropriate to the audience and purpose.

2. Demonstrate comprehensive knowledge of best practices related to digital media in education and online teaching and learning theories.
3. Interpret and analyze pedagogy and best practices
4. Apply and integrate terminology and practices that relate to digital media in education, online course development, accessibility, copyright and fair use, OER, and STEM education
5. Recognize the value of a multicultural impact in education and function effectively with people of diverse backgrounds.

ILOs:

Communication:

The student will demonstrate effective communication appropriate to the audience and purpose.

- Complete a Peer Review of a classmate's Poster meant to debunk the false stereotypes and portray a more positive, appealing, and realistic view of women in STEM. In the peer review, comment on how the poster dispels any stereotypes you might have had about women in STEM.

Inquiry and Reasoning:

The student will critically evaluate information to interpret ideas and solve problems.

- Self-reflection and journaling are excellent ways of personal learning and growth. Self-reflection is critical for meta-cognition and improving the way that we learn. These reflections allow students to express their thoughts to their instructor.

Information Competency:

The student will utilize information from a variety of sources to make an informed decision and take action.

- Students use the Course Organization Spreadsheet to help organize and keep track of the resources for their course.

Social Responsibility:

The student will demonstrate effective interpersonal skills with people of diverse backgrounds and effectively function in group decision-making.

- I used the assignment tool of Canvas to assess the SLO of a group project. Students learn how to work with classmates to complete an online group project here. They apply the Internet and web technologies for communication and networking in an educational environment.

Personal Development:

The student will demonstrate growth and self-management to promote life-long learning and personal well-being.

- In all the online courses, students must review the Online Readiness Tutorials as part of their orientation.

SLOs have been mapped to PLOs in a direct way. All the courses in the EDIT program apply and integrate terminology and practices related to digital media in education, online course development, accessibility, copyright and fair use, OER, and STEM education. The specific SLOs in these courses focus on demonstrating comprehensive knowledge of best practices related to digital media in education and online teaching and learning theories. These skills are required to have basic training

and students to be able to teach online and integrate technology into their courses, ensuring the courses are accessible and follow the copyright and fair use policies and equity in STEM education and OER.

SLO's:

1. Integrate technology to create pedagogical change in teaching and learning
2. Identify, discuss and apply federal and state regulations that impact online course policy and practice
3. Address the elements of instructional design to include elements such as structure of the course, learning objectives, organization of content, and instructional Learn basic design principles for products and parts
4. Apply Universal Design concepts to the planning and design of your online course
5. Identify the purpose of copyright and its basic rights.
6. Create strategies to recruit, support and retain women in STEM education and careers
7. Develop an understanding and appreciation for open content and open educational practices

These SLOs equip students with skills that will allow them to teach online and get jobs in K-12, college, and universities. The EDIT program will have two certificates and an Associate degree in Instructional Design, where all these SLOs are implemented in the required courses. The SLOs are mapped to the PLOs as described above, demonstrating online teaching and integration of technology in education knowledge, and acquiring skills to prepare for employment.

- **2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

All SLOs are being assessed on a two-year schedule. This is the first Online Teaching and Educational Technology Comprehensive Program Review. Therefore, there are no activities and results to offer a comparative analysis. However, the lead faculty of the program (Nasreen Rahim) and other faculty teaching the courses in this program (Patricia James, Renee Albrecht, and Martin LaGrow) have recently discussed challenges within the program that need to be further examined. The Division Dean has reminded us every month to assess SLOs. The SLO chair has held workshops to assist in assessment. The following ongoing challenge needed attention during the process of completing this program review:

Challenge	Strategy
Based on the nature of the program, most of the courses are geared towards the professional development of in-service, pre-service and students preparing to be future educators. This impacts the enrolment rate because of which some of the courses suffer from low enrolment.	The EDIT faculty will address these issues going forward and devise a plan to work with the program Dean. Also, in April 2023, EVC will become a Teaching College for CVC-OEI which will increase marketing of courses and the program. enrolling students from all over CCC.

- **3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

Each instructor reviews the results of their exams, quizzes, projects, and other assignments and evaluates the success. Listed below are two success stories:

1. We all know group projects are a challenge for both students and teachers. Some students had a hard time figuring out Canvas' robust tools for group work, even with extended time and plenty of tutorials. I decided to apply an added strategy to group projects from the SLO assessment. I selected a leader for each group from among the people who initiated the group project and posted clear guidelines for the project lead. Now, the group project has become more organized, fun, and time management is much better.
2. The SLO assessment revealed that students were overwhelmed with too many resources and tutorials. Therefore, they will need more structured guidance, especially when looking to support materials and how not too much or too little need to be spelled out more clearly. I started providing video feedback to their hands-on activities, and this would prompt students to follow instructions carefully.

Faculty and Staff

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

The Online Teaching and Educational Technology program has one full-time faculty position and three adjunct faculty to teach all the EDIT courses. The program has one office assistant hired through the CARE Grant. The following is a list of the Online Teaching and Instructional Technology program, faculty members, the courses they teach, and their contributions to the program:

Dr. Nasreen Rahim, Full-time Lead Faculty

Online Teaching and Educational Technology (EDIT) Curriculum: Dr. Rahim developed the EDIT Certificate of Achievement Program. She created the following courses for the program and is now teaching the majority of most of them:

1. EDIT 10: Computers and Digital Media in Education
2. EDIT 22: Online Course Development
3. EDIT 26: Women in STEM
4. EDIT 27: Open Education Resources
5. EDIT 28: Teaching Synchronous Courses

Education: M.A. Linguistics and TESOL (SJSU); **Ed.D.** Leadership in Global Education (Northcentral University); a Post-graduate Certificate in Education and Technology (UC, Santa Cruz)

Areas of Expertise: Dr. Rahim is the Instructional Technology (EDIT) Faculty. She was the Distance Education Coordinator for 20 years. She is the lead faculty member for the Educational Instructional Technology (EDIT) Program. Dr. Rahim has taught some EDIT courses since 2002 at Evergreen Valley College. Now, she teaches most classes for the Online Teaching and Educational Technology Certificate Program at EVC. This certificate explores teacher education in online teaching and education technology for pre-service, in-service professionals from K-14 and the industries, hospitals, and all other professions that deal with professional development in Education and technology. Dr. Rahim also serves on the Academic Senate, AFT 6157, the Curriculum Committee, and the Distance Education Committee. For future professional development needs, she would like to complete one or more of the IAAP Accessibility Certifications (Web Accessibility Specialist and Certified Professional in Accessibility Core Competencies) in the next 12 months. Department, badging, and Micro-credentialing would be excellent professional development for our department, along with creating non-credit Distance Education courses.

Pat James, Associate Faculty Member

EDIT Curriculum: Ms. Patricia James developed the following courses for the program and is now teaching most of them as the Associate faculty of this program:

1. EDIT 15: Online Course Design
2. EDIT 22: Online Course Development
3. EDIT 28: Synchronous Course Development

Education: Holds a Master's in Instructional Design. Instructor at the CVC-OEI @ONE

Areas of Expertise: Ms. Patricia James' discipline is Education, and she has a Master's Degree in Education with an emphasis on Online Learning. Ms. James taught digital media, including web and interface design, and knows how to use Adobe tools to create online content. She held many California Community College system positions, including CVC OEI Director. She was also a dean at MSJC in Instructional Technology and Distance Education (libraries and basic skills). She created professional development programs for online teaching and learning starting in 2002. She is currently in POQR training and has attended, presented, and organized the Online Teaching Conference every year for 20 years.

Renee Albrecht, Associate Faculty Member

EDIT Curriculum: Ms. Renee Albrecht is an Associate Faculty for the EDIT Program. She has developed and is teaching EDIT 25: Copyright and Creativity. She also teaches EDIT 10: Computers and Digital Media in Education.

Education: Ms. Albrecht holds a Master's in Instructional Design, and a Post-graduate Certificate in Neuroscience of Teaching and Learning

Areas of Expertise: Ms. Renee Albrecht has fifteen years of curriculum and instructional design, specifically in the online space. In addition, she has been an instructor for 20 years in both face-to-face and online environments. She has a strong background and experience in technology, having completed multiple certifications, including Microsoft, Google, and Adobe Suite software certifications. She has a master's degree in Curriculum and Instruction and has a further post-graduate certificate in Neuroscience of Teaching and Learning, specializing in online teaching and learning strategies. These strategies help her identify and meet diverse learner needs in the courses she teaches and develops for others. She additionally has expertise in online accessibility, which supports diverse learner needs. She applies it in her teaching and learning and helps ensure the program meets requirements by being a certified POQR (peer online course reviewer). Ms. Albrecht ensures that

content, activities, and assessments are aligned with identified student learning outcomes for all the courses she teaches and builds. She uses assessment data to identify areas for design or content improvement. As for future professional development needs, she would like to complete one or more of the IAAP Accessibility Certifications (Web Accessibility Specialist and Certified Professional in Accessibility Core Competencies) in the next 12 months. As an online faculty and course development expert, she thinks badging and micro-credentialing would be excellent professional development for our department.

Dr. Martin LaGrow, Associate Faculty Member

EDIT Curriculum: Dr. Martin LaGrow has developed and is teaching EDIT 23: Creating Accessible Content

Education: Holds a Doctoral in Instructional Design

Areas of Expertise: Include student-centered instructional design, in-depth knowledge of Canvas and many other instructional design tools to create engaging learning experiences, and expertise in the principles of accessible design, including techniques to meet the legal requirements of the ADA for distance education delivery. The combined knowledge of Canvas and other tools and expertise in ADA law contributes to the design and instruction of my course and other courses in the EDIT program, ensuring an engaging presentation of learning and sound instruction in accessibility. For future training needs, WCAG 2.2 will come out in April 2023. Dr. LaGrow plans to be trained on the elements of accessibility added in 2.1, which is coming in 2.2, before the fall of 2023, if possible.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

Further professional development is needed to develop and offer courses in different modalities—for example, hyflex. Also, keeping constantly updated with Accessibility and 508 compliance, authentic assessments, and Canvas tools and other apps are extremely important for the faculty of the EDIT program. Also, since technology is constantly evolving, the faculty in this program will need to update the courses every two years. The timeline for the activities mentioned above are as follows:

1. Spring 2024: Updating all EDIT courses (EDIT 10, 22, 23, 25, 26, 27, AND 28)
2. Fall 2024: EDIT courses offered in Synchronous and Hyflex modality;

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

There is no fund 10 for operations for the EDIT department that is not beyond the full-time faculty salary lines (1 full-time faculty line). The program will certainly benefit from the resource allocation budget with regards to software and hardware that can be applied to the campus-wide needs. For

example, the Canvas Badging and Credentialing software will be beneficial for students on pathways to reach their educational career goals through equity-centered, innovative academic programs and services.

The purpose of this request is to facilitate the purchase of the Canvas Credentialing platform. This badging platform will provide the EDIT program with the ability to provide certified and centralized badging, certificates, and micro-credentialing to learners based on defined parameters.

It is considered digital credentials that allow both learners and educational organizations to better create flexible learning pathways that reflect employer skill needs. Digital badges are continuing to increase in popularity. Not only is it gaining popularity in use, but the use is also tied to higher enrollment and completion rates. Research by IBM shows that providing open badges led to a 129% increase in student enrollment [within their organization], and a 226% increase in enrollments completing their course. The scope of this request includes the purchase, installation, training, and support of the badging platform over an initial 3-year period. Year 1 includes platform purchase, installation, and training from Canvas Credentials. Years 1 – 3 (and beyond) include the availability of badging using the Canvas Credentials platform.

Workflow Plans, Timelines, and Milestones

- Purchase of badging credentialing plan (Fall 2023)
 - Development and execution of plan and add Canvas Credentials to Canvas platform (ITSS, Canvas Credentials team) (Fall 2023)
 - Development of governance and usage plan within the pilot group: CTE and CARE Grant (EVC) (Fall 2023)
 - Pilot group training: CTE (Fall 2023)
 - Pilot Use and Reporting (Fall 2023)
 - Review for feasibility of adoption by EVC
 - Campus wide training (based on governance and usage plan) (Spring 2024)
 - Campus wide training distribution (based on governance and usage plan) (Spring 2024)
- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

The department receives fund 17 from the Strong Workforce Program (SWP) and grants the department receives from the State Chancellor's office. The CTE Pathways (2019-2020), High Road Training Partnership (H RTP) (June 2021- November 2021), and California Apprenticeship Grant (CAI) (2022-2027) are used to enhance or update the program (curriculum) to ensure industry standards by reviewing changes with Advisory committee members from the industry. The CTE Pathways grant fund supported the development of the Online Teaching and Educational Technology certificate of achievement. Currently, the EDIT department is developing the Digital Literacy certificate program with the support of the H RTP and CAI grants and degree pathways for creating the Associate Degree in Instructional Design. The CTE Pathways grant allocated \$500,000, the H RTP grant was \$250,000, and the CAI grant for \$500,000 for instructional materials and non-instructional overload assignments for full-time and adjunct faculty to coordinate new programs. The purpose of SWP fund 17 is to improve students' completion rate and direct employment within the field of study.

Technology and Equipment

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

The H RTP grant supported the recent purchase of 60 iPads, 15 tablets, and 3 Macs. The EDIT Department is also in the process of working with CTSS and the assigned vendor for the following hardware:

- Set up Promethean
- Install Ceiling mike
- Set up the workstation in LE-227 (Technology Resource Center) compatible with the Promethean
- Set up Camera for hands-on demo purposes

Currently, the program would like to request College Budget Resource Allocation for the technology, which would include badging and credentialing. Canvas Credentials is a subscription service that allows badge program administrators to advance their badging system using a set of more sophisticated tools (order form attached). These features include Canvas Credentials Pathways, QR and claim codes, reporting and analytics, and unlimited bulk awards.

Badging and Micro-Credentialing

Description	Benefits
Badges can be used to identify the skills students have developed on a particular course or program and provide evidence of them to their employers and instructors. Faculty can design their own micro-credentials or digital badging projects to support the learning that occurs on their course.	<ul style="list-style-type: none"> • Learner Motivation <ul style="list-style-type: none"> ◦ Skill-based • Job Search/post on social media • Stackable credentialing • Multiple Pathways • College Awareness and Branding

Additional Information

Part G: Additional Information

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

The EDIT program and the lead faculty and associate faculty are constantly updating and enhancing teacher education in online teaching and educational technology, along with developing a robust digital literacy program. Working collaboratively under the leadership of the dean of the Business and Workforce Division, the VP of Academics Affairs, and the President of EVC, the EDIT team of faculty is passionate about eliminating the teacher shortage and also quality teacher shortage.

Future Needs and Resource Allocation Request

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next Comprehensive Review. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

1. Technology

Ongoing Budget Needs

\$4,410 (Order Form Attached)

One-Time Expenditure

\$28,275 (Order Form Attached)

Request linked to SLO/PLO

SLO and PLO

Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

Improving student success rates

Yes

Achievement of program set standard for student success

Yes

Total Cost

Technology

Ongoing Budget Needs: \$4,410 (Order Form Attached)

One-Time Expenditure: \$28,275 (Order Form Attached)

Total Expenses (Staffing and Faculty Requests include Salary and Benefits):

Attach Files

Attached File

Online Teaching and Instructional Technology Certificate Brochure Spring 2022.pdf

(/Form/Module/_DownloadFile/3006/43425?fileId=284)

Equitable Solution Through Teacher Education (Jan 28).pptx (/Form/Module/_DownloadFile/3006/43425?fileId=285)

Evergreen Valley College Order Form.pdf (/Form/Module/_DownloadFile/3006/43425?fileId=332)

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