Non-Instructional Program Review

Service Area/Administrative Unit Name

Service Area/Administrative Unit Name: Instructional Technology Center

Submitter: Nancy Olson, Director of Instructional Technology and Online Learning

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I.   Area Description

In this section, areas will answer the questions "Who are we? What do we do?" The purpose of this section is to orient the reader/ reviewer to the area and provide context to the program review. This section should be kept short, a few paragraphs at the most.

Mission/Vision

The Instructional Technology Center (ITC) provides technical support, training, and instructional design for online learning and administers the Learning Management System in order to promote faculty and student engagement in the learning process.

Unit Vision:

Empowering customers to achieve their personal best by providing excellent technical support, training, and instructional design.

Description – short description only

The Instructional Technology Center has three Instructional Design Specialists and a Director of Instructional Technology and Online Learning. The Director reports to the Dean of Instruction, Academic Support & Online Learning.

Alignment to/ support of BCC Strategic Goal

Strategic Priorities 1.3.4, 1.4.5, 1.4.7 (a-d), 2.1.5, 3.1.2, 3.1.7, 3.2.3, 3.3.2, 3.3.3.

Strategic Priority One requirers the college to focus on the student's end goals and always design with the student in mind. The ITC works with faculty to implement OER, and with their sister department the Teaching and Learning Support Center to provide out of classroom supports. The Instructional Technology Center also provides faculty training on equity minded, student centered teaching strategies and relevant curriculum. The ITC provides training in innovative teaching strategies and instructional technology in order to enhance teaching and learning. In Strategic Priority Two, The ITC works closely with the California Virutal Campus Online Education Initiative (CVC-OEI). For Strategic Priority Three, the Instructional Technology Center provides training to new faculty, and works with various departments to develop professional development opportunities. The Director of Instructional Technology and Online Learning is an active member of the Student Success and Equity Committee. The Instructional Technology Center provides training and support for faculty and staff in developing digital literacy and develops and updates a flexible and comprehensive suite of online support for faculty towards better services for students.

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II.   Area Effectiveness

In this section, areas will answer the question "How is the area doing?" by reviewing and analyzing data. The purpose of this section is to evaluate the area holistically in terms of serving the area's internal and external customers, helping students reach their goals, and furthering the mission of BCC.

For each item below, review the data and look for trendlines, outliers, etc., and provide a short analysis (2-3 sentences) for each. If data are not available (i.e., student satisfaction surveys), indicate that on the form.

Area Data and Analysis

Demographics of internal and external customers – who do you serve?

Fall 2020 153 faculty members
Spring 2021 135 faculty members
Summer 2021 60 Faculty members

91 Classified Members
9 Educational Administrators

The student body (as second level Canvas technical support)

Area Organization – state any changes in past few years

The Instructional Technology Center has had fluctuation in staffing since 2019, when an Interim Director of Instructional Technology and Online Learning was hired. The person chosen as Intermin Director was an Instructional Design Specialist and so a classified member was chosen to serve out of class in this position. In December of 2020 the permanent Director was hired, and in May 2021 the Instructional Design Specialist position was permanently staffed. All four ITC positions are now filled with permanent personnel.

Staff Professional Development

Due to the Pandemic the Director of Instructional Technology and Online Learning has held several training days for the Insructional Design Specialists to include training on Canvas Studio, Adobe forms and ADA compliance.

Service Area Outcomes (SAOs) or Administrative Unit Outcomes (AUOs)	Assessment Results – Summary of Data	Use of Results
1. Service Area Outcomes from Strategic Plan 3.1.2, 3.3.2 and 3.3.3 2. Redesign the Intro to Teaching course so assessment directly applied to class or department shell creation.	In summer 2020, the Introduction to Teaching Online courses was redesigned. The course has been offered eight times since the redesign with 53 successful completions.	The Intro to Teaching course now allows faculty to create the first two modules and syllabus for their assigned courses throughout the duration of the class instead of after the class has ended. This change has lowered stress and increased retention of class material.
3. Service Area Outcomes from Strategic Plan	In Fall 2020 the Canvas Integrations and Accessibility Compliance course was created	The Canvas Integrations and Accessibilty Compliance course is designed to teach faculty and

1.4.5, 1.4.7, 3.3.2 and 3.3.3 4. Created Canvas Integrations and Accessbility Compliance course in Fall 2020.	and has been offered three times, once in Fall 2020 (16 completions), once in Spring 2021 (8 completions), and once in Summer 2021 (3 completions) for a total of 27 completions.	staff the followings skills: Canvas Studio, TurnItIn, Canvas Rich Text Editor, ADA Compliance (LLLATCCH) and Canvas/Banner Grading Interface. This course has increased equity in classroom materials by ensuring Canvas tools are used effectively and by teaching the correct use of the top eight ADA compliance requirements: Linearization, Lists, Links, Alt-tags, Tables, Close Captions, Color, Headers.
5. Updated Quest for Online Success in Fall 2020 to provide an accurate pathway to skills and abilities needed for students to succeed in Distance Education.	60 minute workshop developed for online students and implemented on each class homepage. Introductory discussion has 351 responses from students.	The Quest for Online Success needs a dedicated person who can monitor and respond to each individual student discussion. The time spent by a tutor to respond would be well spent in fostering a first positive interaction with the college.
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7. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Area Effectiveness Data and Analysis

Satisfaction Surveys

The two primary surveys currently used by the ITC are training satisfaction surveys for Intro to Teaching Online and Canvas Integrations and ADA Compliance.

We had a total of 16 out of 53 successful participants complete the Intro to Teaching Online Survey. 14 participants took the summer 2020 and fall 2020 end of class surveys with 4 participants originally being very uncomfortable or somewhat uncomfortable in Canvas. At the end of the classes 6 were extremely comfortable, 5 were very comfortable and 5 were somewhat comfortable in Canvas.

We had a total of 12 responses to the Canvas Integrations and Accessibility Compliance course. The Survey asked participants how comfortable they were before taking the class with TurnItIn, Canvas Studio, the Canvas Rich Text Editor, ADA compliance and the Banner/Canvas grading interface and how comfortable they are now they have completed the course.

Prior to taking **Canvas Integrations and ADA Compliance**, how comfortable were you with

Rating	Canvas Rich Text Editor	TurnItIn	Canvas Studio	Ada Compliance	Banner/Canvas Grading Interface
Very Comfortable	3	3		1	

Somewhat Comfortable	3	2	3	5	6
Neither Comfortable nor Uncomfortable	4	3	6	4	4
Somewhat Uncomfortable	1	2		1	1
Very Uncomfortable	1	2	3	1	1

After completing **Canvas Integrations and ADA Compliance**, how comfortable are you with

Rating	Canvas Rich Text Editor	TurnItIn	Canvas Studio	Ada Compliance	Banner/Canvas Grading Interface
Very Comfortable	9	1	6	5	4
Somewhat Comfortable	3	1	5	7	5
Neither Comfortable nor Uncomfortable		1	1		2
Somewhat Uncomfortable					
Very Uncomfortable					1

Audits, project tracking, etc.

The Instructional Technology Center tracks multiple projects each semester, but their largest project concerns ensuring the smooth implementation of each Academic semester. The ITC applies standard updates to all distance education classes and provides instructional design and technical help for all faculty, publishing all classes on the first day of each semester. The table below shows the number of courses and instructors for the 2020-2021 Academic year.

Fall 2020		Spring 2021		Summer 2021	
Class Sections	Faculty	Class Sections	Faculty	Class Sections	Faculty
488	153	440	135	94	60

The ITC also has major projects each year, such as the Quest for Online Success shell, the BCC Resource Hub, the development of new training and the continual quality improvement of existing training. The ITC works in cooperation with other departments on projects such as the Ad Hoc ACCESS/ITC Committee, and PIO/ITC Canvas Ad project, the TLSC/ITC Canvas Help Desk project.

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Student Equity Data

Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?

According to the [Barstow Community College Student Equity Plan Executive Summary](#) the below student groups are disproportionately impacted and were selected on the basis of the following five metrics: access, retention, transfer to 4 year institutions, completion of transfer level Math and English, and earned credit certificate over 18 units, associate degree, and CCC bachelor's degree. Also shown are the equity change percentages Barstow Community College is working to achieve by 2022.

Metric	Baseline	Goal	Equity Change
Overall Student Population	5637	6483	15%
Female American Indian/Alaskan Native	30	46	53%
Female Black or African American	639	759	19%
Female Veteran	35	45	29%
Male Veteran	96	112	17%
Female Foster Youth	96	112	17%
Male Foster Youth	64	78	22%

The Distance Education and Instructional Technology Committee (DEITC) has created and approved an Equity rubric, which had a second reading and adoption by the Academic Senate in May 2021. The ITC will then modify the free @one Cultural Responsiveness training with the equity rubric. This training will then be offered to faculty in the 2022 Spring or Summer semester. Providing equity training on the rubric will help the disproportionately impacted groups to succeed. This will in turn help the college to meet its equity change goals.

Policies and Process Response

What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit (BCC BP/AP; Federal, State & local regulations; guidelines).

Describe the effect the changes or updates in policies and processes have had on the unit.

With the advent of the Covid-19 Pandemic the California Community Chancellor's Office allowed science classes including their labs to be moved completely online. The California Community College Chancellor's office purchased Labster and the college purchased the Visible Body. Both of these science lab simulation softwares required the Instructional Design Specialists to train the science faculty on their use.

Working remotely also required the ITC to adapt to providing training via Zoom, a teleconferencing system, and Canvas Studio, a streaming video creation tool. In March 2020 the college began working remotely and in just one additional week of Spring break the ITC team trained all the faculty and worked with the faculty to move all spring semester classes online.

What in-house policies, procedures, and processes need to be updated, created, or deleted?

The Distance Education and Instructional Technology Committee sent a resolution to suspend proctoring to the Academic Senate in Spring 2020 and reaffirmed this decision for the duration of the pandemic in Fall 2020. The ITC worked with the faculty to ensure all proctoring information was removed from the 1,000+ class sections offered during this timeframe. Access and ITC are working together to ensure a better accommodation process is created. At the April 2021 DEITC meeting the

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Director presented to the committee a request to clarify where accommodation requests go if they are not granted by the faculty member. It was determined the ACCESS department would send these items directly to the appropriate area Dean for resolution.

Collaboration with Other Areas Response

What areas are integral to the work of this area and why?

Provide examples of collaborating with other areas on projects, process improvement, etc.

As the internal instructional design and training facility for the college, the Instructional Technology Center works cooperatively with all departments on campus. One example of this interdepartmental cooperation are the Canvas Class Ads, which are disseminated in both Canvas by the Director of Instructional Technology and Online Learning and in the Barstow Community College App and Social Media by the Public Information Officer.

Another good example occurred when the Director of Instructional Technology and Online Learning and the Interim Director of Learning Support Services worked collaboratively with the Welcome Center, Counseling Services, the Library, Special Program & Services, Transfer & Career Services, Tutorial Services, Basic Needs, Student Services, (Covid 19 Resources), Career Technical Education and Admissions and Records & Financial Aid to create a BCC Resource Hub, a one stop Canvas location for all of the above departments.

What other areas have you worked with?

Provide examples of collaborating with other areas on projects, process improvement, etc.

The ITC works with the Human Resource (HR) Department to ensure potential employees have an equitable online assessment experience, creating the assessments, adding the candidates and ensuring all given HR guidelines are followed.

The ITC works with the Distance Education and Instructional Technology Committee and the Academic Senate to implement policy changes decided by the committee which impact all classes, such as the recent removal of proctoring.

During the Spring 2021 semester the ITC worked with the Office of Institutional Research to create updated and effective program review forms for both Instructional and Non-Instructional Program Reviews.
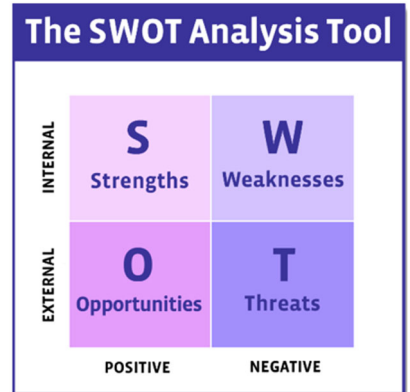
What other areas do you want or need to work with more and why?

As the Instructional Technology Center and the Teaching and Learning Support Center are sister departments continual quality improvement indicates the need for ongoing collaborative projects. Good examples of these collaborations are the Quest for Online Success (Fall 2020), the BCC Resource Hub (Fall 2020) and the Canvas Help Desk (Spring 2021). The ITC needs to work closely with Student Services and the Information Technology Department to implement the CVC-OEI Course exchange. The ITC also needs to work with the Human Resources Department to create a robust on-boarding process for Canvas training for all new college personnel.

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SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well. The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.

The SWOT Analysis Tool

	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS The ITC team work well together, consistently meeting multiple deadlines involving hundreds of classes. The ITC team is highly collaborative, working well with other departments, as is evidenced by recent collaborations with the TLSC, ACCESS, and the PIO. The ITC team members are now all permanent or on the path to permanency.	WEAKNESSES There is no flex time for faculty. Classified professionals often lack the ability to choose and take internal training opportunities using release time. The ITC department often has to retype flyers for the Canvas announcement area, as the flyers are not ADA compliant and cannot be copied. This lack of ADA compliant flyers, leads the ITC to believe that ADA compliance training is not consistent across the campus.
External	OPPORTUNITIES The CVC-OEI course exchange could bring in students from across the state once implemented. Cranium Café could be used to create ADA compliant, synchronous DE classes. @one free training can be converted and adopted to fit Barstow Community College.	THREATS The CVC-OEI course exchange can currently draw students from us, but we can receive none in return. Registration is down across the nation due to the COVID-19 pandemic. State level funding on internet resources such as Canvas, Zoom and Studio will end, and the college will need to be prepared to assume these costs when this happens.

III.   Area Goals

In this section, areas will answer the question "How can we improve? What do we need to meet our goals?" The purpose of this section is to use data to develop goals and objectives for the next three years.

Reflect on the responses to all the previous questions and the SWOT analysis in Section Two. As you develop goals and objectives,

- Formulate **three to five Area Goals** to maintain or enhance program strengths, or to address identified weaknesses.
    - o   Cite evidence from assessment data and/or other area effectiveness data.
- Indicate how each Goal is **Aligned** with the College's Strategic Priorities.
- Identify explicit **Objectives** for reaching each goal.
- Develop **Outcome** statements and appropriate measures for each objective.

GOAL #1

The ITC will continue to develop and offer training to the faculty and staff in alignment with Barstow Community College's strategic goals: 1.4.5, 1.4.7, 3.1.7, 3.2.3, 3.3.2 and 3.3.3.

Objective 1

The ITC will continue to refine and offer its Introduction to Teaching in Canvas course, which has now been renamed to Teaching Online With Instructional Design.

Actions, Tasks

The ITC will work with the academic Deans to ensure all newly hired faculty complete the Teaching Online With Instructional Design Course and will continue to promote the class to other interested college personnel.

The course will be offered at least once in each semester: Fall, Spring and Summer.

Outcomes, Measures, Assessment

All newly hired faculty will complete the Teaching Online With Instructional Design Course and an additional five college personnel will complete the course each academic year.

Participants will complete an after class student satisfaction survey with at least an 80% satisfaction rate.

Objective 2

The ITC will continue to refine and offer its Canvas Integrations and ADA Compliance course.

Actions, Tasks

The ITC will continue to promote its Canvas Integrations and ADA Compliance course to faculty and other interested college personnel.

The course will be offered at least once in the Fall and Spring Semester.

Outcomes, Measures, Assessment

An additional 5 college personnel will complete the Canvas Integrations and ADA Compliance course each academic year.

Participants will complete an after class student satisfaction survey with at least an 80% satisfaction rate.

Objective 3

The ITC will modify the @one Cultural Responsiveness Course to be integrated with the Academic Senate approved Equity Rubric.

Actions, Tasks

The Director of Instructional Technology and Online Learning will complete the Cultural Responsiveness course during the Summer and Fall of 2021.

The course will be offered in the Spring or Summer 2021 Semester.

Outcomes, Measures, Assessment

At least five faculty members will complete the Cultural Responsiveness course the first time it is taught.

Participants will complete an after class student satisfaction survey with at least an 80% satisfaction rate.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 3: Build Community

Choose an item.

Choose an item.

GOAL #2

The ITC will continue to collaborate with other departments and outside entities in order to develop projects designed to strengthen student success and retention in alignment with Barstow Community College's strategic goals: 1.3.4, 1.4.5, 1.4.7, 2.1.5, 3.1.2, 3.1.7, 3.2.3, 3.3.2 and 3.3.3.

Objective 1

The ITC will collaborate with the TLSC on the Canvas Help Desk Project to increase awareness and ensure quick response to submitted tickets.

Actions, Tasks

The ITC team will ensure all Canvas support tickets are handled appropriately.

The ITC team will promote the Canvas Help Desk to college personnel and to students.

The ITC will provide training on the Canvas Help Desk as needed.

Outcomes, Measures, Assessment

All Canvas support tickets will be answered within one business day.

The standard communication sent to faculty will be updated to include the Canvas Help Desk.

The Director of Instructional Technology and Online Learning will reach out at least once a semester to the PIO to do advertising of the Canvas Help Desk on the Barstow Community College app.

The Canvas Help Desk will have a Canvas wide announcement for students at the beginning of each major session in every semester.

Objective 2

The ITC will continue to work with the California Virtual Campus-Online Education Initiative (CVC-OEI) to further enhance access to resources for students and faculty as well as enhance online offerings and pathways.

Actions, Tasks

The Director of Instructional Technology and Online Learning will attend the CVC-OEI state level meetings.

The ITC will continue to implement and provide training for Canvas LTIs offered by the CVC-OEI.

Outcomes, Measures, Assessment

The Director of Instructional Technology and Online Learning will attend all CVC-OEI state level meetings and will keep notes on these meetings to report out to interested faculty and the ITC team members.

The ITC will develop a new training for the Labster and the Visible Body LTIs in the Fall of 2021 and will offer these trainings in the Spring of 2022.

Objective 3

ITC will continue to work with the ACCESS department to streamline and clarify the college's ADA processes.

Actions, Tasks

Hold a monthly meeting to discuss ADA issues that concern both departments.

Work in cooperation with the Distance Education and Instructional Technology Committee to develop processes concerning ADA compliance, Canvas and ACCESS accommodations.

Outcomes, Measures, Assessment

Hold monthly meetings during the Academic year (August -May) and keep accurate records of the meetings.

Resolve and implement at least two ADA compliance, Canvas or ACCESS accommodation issues each academic year.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

GOAL #3

Adminster the Canvas Learning Management System in alignment with Barstow Community College's strategic goals: 1.3.4, 1.4.7, 3.1.2, 3.1.7, 3.3.2 and 3.3.3.

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Objective 1

Ensure standardization of the non-instructional components of class shells.

Actions, Tasks

The Instructional Design Specialists will apply the Standard Update List to the classes offered via Canvas and will maintain records of having completed these updates.

Outcomes, Measures, Assessment

Over 300 class sections are being offered in Fall 2021 and Spring 2021 will have similar values. Another 100 sections are historically offered in Summer. The Instructional Design Specialists will each be responsible for over 200 class sections per academic year, and will keep track of each class via a Standardized Update Form.

Objective 2

Work with vendors to ensure optimum uptime.

Actions, Tasks

Software inherently has downtime, and the ITC is the primary contact for all Canvas LTI vendors. The ITC works with these vendors to resolve software issues.

Outcomes, Measures, Assessment

The ITC will contact the appropriate vendor within one business day of finding a Canvas LTI Issue, and will work to have a resolution or workaround for all Canvas LTI issues within five business days.

College personnel will be notified within one business day when a Canvas LTI has an issue and updates will be given as the situation evolves.

Objective 3

Ensure college personnel are satisfied with Canvas and the ITC.

Actions, Tasks

Create a Canvas satisfaction survey in conjunction with the Institutional Research Center and administer the survey at the end of each academic semester.

Outcomes, Measures, Assessment

Establish a baseline of current customer satisfaction and then work to increase the satisfaction rate by resolving issues revealed in the survey.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 3: Build Community

Choose an item.

Choose an item.

GOAL #4

Click or tap here to enter text.

Non-Instructional Program Review

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

GOAL #5

Click or tap here to enter text.

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Objective 3
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Choose an item.

Choose an item.

Choose an item.

Choose an item.

IV.   Resource Requests: What does the area need to meet its goals and objectives?

Areas can submit their requests for resources by utilizing the Resource Request Form. Requests should be evidence-based and tied to goals and objectives.

This form may also be updated and submitted in Years Two and Three if needed.

V.   Annual Update Form: Progress towards Achieving Goals

An Annual Update must be submitted each year that a Program Review is not submitted.

For Existing Goals, copy and paste each goal from your Program Review.

Goal 1
Click or tap here to enter text.

Progress
Click or tap here to enter text.

Resource Requested?
Choose an item.

Goal 2
Click or tap here to enter text.

Progress

Click or tap here to enter text.

Resource Requested?

Choose an item.

Goal 3

Click or tap here to enter text.

Progress

Click or tap here to enter text.

Resource Requested?

Choose an item.

Goal 4

Click or tap here to enter text.

Progress

Click or tap here to enter text.

Resource Requested?

Choose an item.

Goal 5

Click or tap here to enter text.

Progress

Click or tap here to enter text.

Resource Requested?

Choose an item.

For New Goals, complete the below information.

GOAL #1

Click or tap here to enter text.

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Objective 3
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Choose an item.

Choose an item.

Choose an item.

Choose an item.

GOAL #2
Click or tap here to enter text.

Objective 1
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Objective 2
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Objective 3
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Non-Instructional Program Review

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

GOAL #3

Click or tap here to enter text.

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

GOAL #4

Click or tap here to enter text.

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 3

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)

Choose an item.

Choose an item.

Choose an item.

Choose an item.

GOAL #5

Click or tap here to enter text.

Objective 1

Click or tap here to enter text.

Actions, Tasks

Click or tap here to enter text.

Outcomes, Measures, Assessment

Click or tap here to enter text.

Objective 2

Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Objective 3
Click or tap here to enter text.

Actions, Tasks
Click or tap here to enter text.

Outcomes, Measures, Assessment
Click or tap here to enter text.

Alignment to BCC Strategic Priority (Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)
Choose an item.

Choose an item.

Choose an item.

Choose an item.

Non-Instructional Program Review – Supplemental Form

Progress Towards Achieving Previous Goals

Service Area/Administrative Unit Name

Service Area/Administrative Unit Name: Instructional Technology Center

Submitter: Nancy Olson, Director of Instructional Technology and Online Learning

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I. Progress towards Achieving Goals from Previous Program Review

Goal 1
Upgrade CMS to Canvas while meeting all deadlines
Progress
The three objectives stated in the last ITC program review have been met. The classes have been moved to Canvas, the BCCOnline domains have been turned over to IT for elimination and all deadlines were met while the college moved to Canvas.

Goal 2
Courses will be implemented in Canvas.

Progress
Faculty and ITC team members are trained in the Canvas LMS and have all been certified by passing the Teaching Online With Instructional Design (Formerly Introduction to Teaching Online) class. The students have the option of taking Quest for Online Success and have tutoring available in the TLSC for first level Canvas questions. The ITC is hopeful they will be able to work with the Distance Education and Instructional Technology Committee and the Academic Senate to add an additional level of student training by embedding helpful resources within each Canvas class. The resources will consist of the following items:

Embedded orientation

1. Assignment upload
2. Discussions
3. Quiz
4. Syllabus
5. Navigation
6. Communication and support video

The new embedded orientation will be implemented in the Spring 2022 semester if it is approved by all applicable parties.

Goal 3
ITC Staff will take Canvas Administration Training

Progress Towards Achieving Previous Goals

Progress

The ITC staff have taken and passed both the Canvas Administration and Canvas Faculty Training courses. The Director of Instructional Technology and Online Learning just completed the @One Online Teaching and Design Course. The Director has trained the Instructional Design Specialists on Video Creation, Adobe Forms and Adobe Sign, and has worked with the Instructional Design Specialists to become proficient trainers and educators. Faculty are now assigned an Instructional Design Specialist when they are first hired to teach online, and a close rapport develops between the Instructional Design Specialists and their faculty as a result of this new pairing of faculty with a specific Instructional Design Specialist.

Goal 4

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Progress

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Goal 5

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Progress

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