



C U Y A M A C A
• C O L L E G E •

Annual Update Report

Admin - Instructional Technology Services

ARC and Helpdesk Relocation

Program Goal: Relocate the Tech Mall and Helpdesk from the E-building to the C-building (current ARC Tutoring Center) by Fall 2025 to streamline technology support.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Completion and Eliminate Equity Gaps:** Relocate the Tech Mall and Helpdesk from the E-building to the C-building (current ARC Tutoring Center) by Fall 2025 to streamline technology support. (X)
- **Increase Equitable Access:** Relocate the Tech Mall and Helpdesk from the E-building to the C-building (current ARC Tutoring Center) by Fall 2025 to streamline technology support. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Relocate the Tech Mall and Helpdesk from the E-building to the C-building (current ARC Tutoring Center) by Fall 2025 to streamline technology support. (X)

Revise the LTR Technology Plan

Program Goal: Improve software request processes, maintain an updated technology inventory, and develop sustainable technology purchasing strategies.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Improve software request processes, maintain an updated technology inventory, and develop sustainable technology purchasing strategies. (X)
- **Increase Completion and Eliminate Equity Gaps:** Improve software request processes, maintain an updated technology inventory, and develop sustainable technology purchasing strategies. (X)
- **Increase Equitable Access:** Improve software request processes, maintain an updated technology inventory, and develop sustainable technology purchasing strategies. (X)
- **Increase Hiring and Retention of Diverse Employees:** Improve software request processes, maintain an updated technology inventory, and develop sustainable technology purchasing strategies. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Improve software request processes, maintain an updated technology inventory, and develop sustainable technology purchasing strategies. (X)

IMS Facilities Request Form

Program Goal: Collaborate with the new Facilities Director to revise the campus facilities request form to improve scheduling coordination.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Collaborate with the new Facilities Director to revise the campus facilities request form to improve scheduling coordination. (X)
- **Increase Equitable Access:** Collaborate with the new Facilities Director to revise the campus facilities request form to improve scheduling coordination. (X)

DE Funding

Program Goal: Seek additional funding to restore the DE operational budget for professional development, RSI accreditation, and conference attendance.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Seek additional funding to restore the DE operational budget for professional development, RSI accreditation, and conference attendance. (X)
- **Increase Completion and Eliminate Equity Gaps:** Seek additional funding to restore the DE operational budget for professional development, RSI accreditation, and conference attendance. (X)
- **Increase Equitable Access:** Seek additional funding to restore the DE operational budget for professional development, RSI accreditation, and conference attendance. (X)
- **Increase Hiring and Retention of Diverse Employees:** Seek additional funding to restore the DE operational budget for professional development, RSI accreditation, and conference attendance. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Seek additional funding to restore the DE operational budget for professional development, RSI accreditation, and conference attendance. (X)

Distance Education Partnership with ACMM

Program Goal: Ensure compliance with ADA standards by April 2026 through enhanced training and resource allocation.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Ensure compliance with ADA standards by April 2026 through enhanced training and resource

allocation. (X)

- **Increase Completion and Eliminate Equity Gaps:** Ensure compliance with ADA standards by April 2026 through enhanced training and resource allocation. (X)
- **Increase Equitable Access:** Ensure compliance with ADA standards by April 2026 through enhanced training and resource allocation. (X)
- **Increase Hiring and Retention of Diverse Employees:** Ensure compliance with ADA standards by April 2026 through enhanced training and resource allocation. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Ensure compliance with ADA standards by April 2026 through enhanced training and resource allocation. (X)

Distance Education Partnership with UCSD

Program Goal: Expand salary advancement opportunities for faculty professional development.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Eliminate Equity Gaps in Course Success:** Expand salary advancement opportunities for faculty professional development. (X)
- **Increase Completion and Eliminate Equity Gaps:** Expand salary advancement opportunities for faculty professional development. (X)
- **Increase Equitable Access:** Expand salary advancement opportunities for faculty professional development. (X)
- **Increase Hiring and Retention of Diverse Employees:** Expand salary advancement opportunities for faculty professional development. (X)
- **Increase Persistence and Eliminate Equity Gaps:** Expand salary advancement opportunities for faculty professional development. (X)

Service Area Overview and Update

Lead Author

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Collaborator(s)

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Manager(s)

Jessica Hurtado Soto, Dean of Learning and Technology Resources

Initial Collaboration Date with Administrative Area Team

10/17/2024

Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.

Instructional Technology Services has made significant strides in technology support, instructional media improvements, and distance education enhancements. However, staffing limitations, budget constraints, and outdated processes continue to pose challenges. Addressing these issues will require strategic planning, additional funding, and ongoing collaboration with institutional leadership to ensure the continued success of instructional technology at Cuyamaca College.

Instructional Computing Services Department (ICS):

During the summer of 2023 our ICS Supervisor expressed his disappointment with the limited opportunities to promote at Cuyamaca College. He moved on to Grossmont College since it was the only way he could promote from his role as an ICS Supervisor to a Director of Technology. It would be great if our LTR department had a similar position to the Director of technology role like Grossmont College. This could promote employee moral and retention. The ICS department was able to request an out of class assignment to fill the position. Camillo became the interim ICS supervisor during the Fall of 2023. Camillo has done an excellent job supervising and supporting the Helpdesk team. He has also worked closely with the LTR Dean to improve the efficiency and timeliness of technology purchases, to include replacement of instructional labs and required instructional software, based on the 5-year technology plan. The ICS supervisor also supports and guides purchases under the CTC one-time funds. In collaboration with the library circulation team, the ICS supervisor and the helpdesk team prepare an estimate of 350 student laptops, to ensure the student technology lending program requests are filled in a timely manner. Between July 1, 2023- June 30, 2024, the helpdesk team routed and responded to approximately 3,500 student and employee helpdesk tickets. Please see attached documents for this data. The helpdesk team continues to have limited coverage especially in the summer since we have two employees working under a 12-month contract, and one employee who must take leave without pay because they were hired under a 10-month contract. This has limited the amount of evening helpdesk hours and Friday hours we can provide. For this reason, we would like to move the helpdesk and the Tech Mall location from the current location in the E-building to current ARC tutoring center located in the C-building. We believe this will help streamline technology support for students, faculty and staff. By Fall 2025 we would like to switch the ARC Tutoring Center to the E-building (current Tech Mall location) to the C-building location. This is currently being used as swing space for the Black Student Success Center and the Together We Rise Center. We are currently trying to fill a vacant Network Specialist II position. This recruitment has been delayed due to the Personnel Commission process and the limitations in finding experts to serve on the hiring committee interview.

Successes:

Transition of leadership: Camillo took over as interim ICS Supervisor in Fall 2023, bringing improved efficiency to technology purchasing and management.

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Enhanced support: ICS streamlined the technology replacement process, aligning with the 5-year technology plan and managing one-time CTC funds.

Student Technology Lending Program: ICS coordinated an estimated 350 student laptops to support access to technology.

Helpdesk Performance: Successfully routed and responded to approximately 3,500 student and employee helpdesk tickets from July 2023 to June 2024.

Challenges:

Limited staffing: One employee remains on a 10-month contract, limiting summer and evening helpdesk support.

Retention and promotion: The previous ICS Supervisor left due to a lack of promotional opportunities within Cuyamaca College.

Delayed hiring: The recruitment process for a vacant Network Specialist II position has been slowed by Personnel Commission processes.

Instructional Media Services Department (IMS):

During the Fall of 2023 Andrew joined the Cuyamaca team as the new IMS Lead. Both our IMS Lead and our Instructional Media Services Senior Technician were able to finalize the campuswide HyFlex project. The massive HyFlex project was funded with one-time HEERF funds and this included installation and programming of 75 classrooms and 3 specialized sound and HyFlex projects, which included the Gym, Digital Theater and the Student Center (I-building). The IMS team successfully responded to 207 classroom helpdesk tickets and supported 289 campus events from July 2023-June 2024. A good percentage of the IMS ticket are due to desync issues from the touchscreen to the processor which gives a white box overlay on the touchscreen which renders any options to be chosen and requires a reboot. The cause seems to be a mixture of outdated firmware and overheating issue. Our team troubleshot by piloting the solution in 3 random classrooms. A pilot solution was tested in a few classrooms which required placing cooling fans in the lecterns. We would like to purchase around 80 cooling fans that would amount to a total cost of around \$1000, to prevent this issue from happening again. The team is also hoping to work closely with the new facilities director to address the limitations and confusion caused by the current facilities request form. Fixing the current will fix the scheduling problems impacting our IMS and Theater Technician III schedules. Our IMS team would like to request technology to help promote digital signage across campus. We hope that this will provide better campus navigation for all students. We also received recommendations to buy a few of the OWLS to use during campus meetings. Colleagues from the ALAT team have shared that the current HyFlex technology does not provide a clear image when colleagues are speaking during HyFlex meetings, and having OWLS will allow a better image and sound quality during the Zoom calls.

Successes:

Completion of the campuswide **HyFlex project**, installing and programming 75 classrooms and three specialized sound and HyFlex projects for the Gym, Digital Theater, and Student Center.

High service volume: IMS responded to **207 classroom helpdesk tickets** and supported **289 campus events** from July 2023 to June 2024.

Challenges:

Inefficient facilities request process: The current form creates scheduling issues impacting IMS and Theater Technician III support.

Distance Education Department

Distance Education is a critical part of our Cuyamaca campuswide Instructional Support. Our Distance Education Coordinator and our Instructional Design Technology Specialist have done an amazing job creating and facilitating professional development opportunities for Cuyamaca College faculty.

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1. **The Equity Pedagogy and Practice Academy (EPPA)** is an asynchronous professional development course aimed at supporting faculty through aligning their online courses to the Equity Affirmation Framework, which includes 9 principles for designing online courses from a foundation of equity and anti-racism. **40 faculty** have completed the course so far, and the feedback has been positive. The DE team is collecting equity data to analyze the impact that EPPA is having on online student success, which will be shared with interest holders when it is available.
2. **Peer Online Course Review (POCR)** is a robust online professional development opportunity wherein faculty submit their online course for a thorough and guided peer review, utilizing the statewide rubric for online teaching. Elements include design, interaction, assessment, and accessibility, and there are 44 total criteria. Each course goes through two rounds of review before the faculty member earns their “Quality Reviewed” badge, which is displayed on the CVC Exchange website. Students from across the state who search for a course will see Quality Reviewed courses at the top of their search list. This is especially critical, given that Cuyamaca will be a Teaching College beginning Fall 2025 and will be able to accept automatic enrollments from across the CCC system. Statewide, students enrolled in Quality Reviewed courses succeed at a 5% higher rate compared to non-Quality Reviewed online courses. The Cuyamaca DE team is collecting local data to analyze the impact of POCR on student success.
3. **Summer Camp and Winter Camp FLEX week** professional development and DE and HyFlex certifications. The summer and winter camps are facilitated in partnership with Grossmont College, and there are at least 50-60 participants in each session. Making the most popular DE professional development opportunity.

Historically, there was a DE budget, which funded summer DE coverage. In the past couple of summers, there has not been DE coverage due to lack of summer funding. Leaving the Instructional Design Technology Specialist as the sole member of the DE team working during the summer and winter breaks. This is problematic, as there are several tasks that need to be completed over the summer, such as Summer Camp and FLEX week program development and DE certifications. Deans and Chairs have expressed that it is difficult to certify their new instructors due to the lack of coverage over the summer and winter breaks.

In March 2023 the Cuyamaca College DE team was awarded the Culturally Responsive Pedagogy and Practices Innovative Best Practices Grant. A grant in the amount of \$298,854.00, to be used towards professional development between June 2023-June 2025. The DE team was proactive in absorbing the cost of the existing **POCR** training which was previously funded with general funds. The DE team was even able to create a new PD course called **Equity Pedagogy and Practice Academy (EPPA)** while also providing extra funding for **EMTLI**. Unfortunately, when the team received the CRPIBP grant, the existing DE budget which covered other DE activities was no longer available.

The DE team had to find alternative ways to fund conference attendance. All DE staff must apply for PD funds and limit their options of attending multiple DE conferences and trainings which are critical to the DE Team’s ability to stay current in online teaching and learning trends, technology, and policies. The Online Teaching Conference is held yearly, typically in Long Beach and covers a range of topics for different audiences, including DE administrators, instructional designers, faculty, and staff. DET/CHE is a conference for DE leaders to learn innovative and effective uses of educational technology, which is critical to online student success. There are other conferences, such as AI conferences and Instructure Con, that the DE team members would benefit from attending. Without an operational budget, the DE team cannot offer these high-touch opportunities and therefore cannot make a significant impact in closing online equity gaps. As Cuyamaca currently serves about half of their students in online classes, it is imperative that a robust operational budget be institutionalized to

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serve this large population, improve online course quality, foster equity and anti-racism, and close online equity gaps.

Successes:

Professional Development Expansion:

Equity Pedagogy and Practice Academy (EPPA): A course aimed at integrating equity and anti-racism into online teaching. 40 faculty members have completed it so far.

Peer Online Course Review (POCR): A quality assurance program that improves student success rates by 5% statewide. Cuyamaca will become a Teaching College in Fall 2025, accepting automatic enrollments via CVC Exchange.

Summer and Winter Camp PD sessions: Training opportunities for faculty and staff in DE and HyFlex certifications.

Grant Award: Cuyamaca College DE received a **\$298,854 Culturally Responsive Pedagogy and Practices Innovative Best Practices Grant** (June 2023-June 2025), funding POCR and EPPA training while also supporting EMTLI.

Challenges:

Loss of DE operational budget: While the grant absorbed training costs, it led to the elimination of funding for conference attendance and other DE initiatives.

Accreditation and ADA Compliance: The upcoming **April 2026 ADA compliance deadline** necessitates additional DE training and support.

Lack of summer and winter coverage: Without a dedicated DE budget, there is no funding for additional staffing to handle summer and winter PD programming.

Attach Related Documents - Program Overview and Update

[Helpdesk SLOs \(DATA July 2023-June 2024 .xlsx\)](#);
[23-24-seo-roc-request-form_DE-Brown 23-24 PR \(FINAL\).pdf](#);
[ctc-request-form-2024-25 - Digital Signage \(FINAL\) copy.pdf](#)

Service Area Outcome Assessment and Operational Improvements

Administrative service areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used to assess your service area?

- The ICS team reports monthly SLO's. This report is created in an Excel sheet, it includes the Help Desk calls and in person support.
- The IMS team can track support tickets and events through the ticketing system and the facilities request form.
- The Distance Education team currently provides participants feedback surveys after they complete a training or attend a webinar.

How were the data used to inform changes or improvements to a service area or to the college as a whole?

- The ICS team collects monthly data which includes service areas like ICS, IMS, IT, Tech Mall and Miscellaneous calls. Each month the ICS team can see how many students, staff and faculty need support. They can also identify any trends. Between July 1, 2023-June 30, 2024, the helpdesk team routed and responded to approximately 3,500 student and employee helpdesk tickets. By reviewing this data each month, the ICS team can identify any critical IT issues and, in some cases, identify campuswide student support issues. One example includes the issues with the bookstore. The tickets revealed that many students were struggling to access the online bookstore. This included how to use their financial aid online

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and how to access their digital books. The ICS team was able to identify the issues, and it resulted in finding student friendly solutions.

- The IMS data informs the IMS team of any reoccurring classroom issues. This data allows for quicker response times and targeted classroom updates to ensure a positive student classroom experience.
- The DE Professional Development feedback provided by participants, help guide topics and the design of professional development workshops and trainings. Faculty provide anonymous feedback, allowing for honest comments which lead to improvements and the expansion of trainings and PD courses. The DE team has also focused on sharing campuswide DE success data. Presenting campuswide data for ILAT, ALAT and CCC. They also offer one on one meetings with Deans and Chairs to go over school specific DE data.

What has this data revealed about the progress of the program review goals you set?

ICS DATA: Since our new ICS Supervisor joined the team, we have seen improvement in our inventory and overall organization in the department. We can identify ways to support our team internally and ultimately improve the support we provide students, faculty and staff. The ICS team will continue to work on the following goals:

Updates to the Cuyamaca College Technology Plan to include:

1. A proper Software request process
2. Accurate campus technology inventory list
3. Innovative and sustainable technology purchasing plan
4. Technology support for faculty and staff
5. Increase student access to instructional technology

IMS DATA: The data has revealed the need to provide more campus communication regarding classroom technology and timely support for student events. Therefore, the IMS department will continue to work on the following goals:

1. Improve campus communication regarding classroom technology.
2. Support revision of the campus facility request form.

DISTANCE EDUCATION DATA: The data provided to the DE team has revealed an urgency to support the campus with efforts to meet Accreditation Standards and the upcoming ADA Compliance deadline. Where all public institutions must meet ADA compliance standards by April 2026. For this reason, the DE team will focus on the following goals:

1. Seek additional funding to continue supporting PD trainings, webinars, conference attendance and RSI accreditation support.
2. Increase access to salary advancement PD opportunities.

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Program Goals

Submission
