

# #15

**COMPLETE**

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Page 1: For Annual Planning/Program Review Requests AND Off-Cycle Requests

**Q1** **2023-24**

Technology Plan Year

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**Q2**

Title of Request

Technology for Teaching and Learning Center

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**Q3**

Location of Request

Teaching and Learning Center

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**Q4**

Department

Student Success & Equity: Teaching & Learning/Professional Development

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**Q5**

Contact Person

Name	<b>Karla Gutierrez</b>
Email Address	<b>karla.gutierrez@gcccd.edu</b>

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**Q6**

Description Please provide a brief description of the technology/software or technology project and its core goal(s).

A projector and screen to be available in the Teaching and Learning Center for training sessions and presentations.

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Page 2: Proposal Justification

**Q7**

Please explain how the technology or enhancement supports the strategic plan and impacts students, employees, the college, and/or the district. Which Strategic Plan priority (or priorities) are supported by this request? To access the Strategic Plan, please click [here](#).

**Increase equitable access (enrollment),**  
**Eliminate equity gaps in course success (passing grade in class)**  
,  
**Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year)**  
,  
**Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring)**  
,  
**Increase hiring and retention of diverse employees to reflect the students and communities we serve**

**Q8**

How does the request support the above priorities?

The Teaching and Learning Center (TLC) will provide training for faculty, classified staff, student workers, and administrators, focusing on diversity, equity, inclusion, and antiracism. This training aligns with the college's mission, vision, values, and the strategic plan. Well-trained employees will enhance equitable access, reduce equity gaps, increase student persistence and completion, and foster a better work environment, ultimately aiding in the retention of employees from diverse backgrounds. The TLC will host professional development and THRIVE workshops. One of the primary goals of THRIVE is to improve employee retention, with an emphasis on employees from historically marginalized groups. Creating an employee-centered space where folks can build community, get access to help and resources, and grow as professionals will contribute to the health, wellness, and ultimately to the retention of Cuyamaca's employees.

**Q9**

Who would this impact? Please select all that apply.

**Students,**  
**Employees,**  
**College**

**Q10**

What is the number of students or employees impacted per semester?

200

**Q11**

How would this impact the above group(s)?

Creating an employee-centered space where folks can build community, get access to help and resources, and grow as professionals will contribute to the health, wellness, and ultimately to the retention of Cuyamaca's employees.

**Q12**

Yes

Does the technology support a state-wide initiative or is it a legal mandate or in support of a legal mandate?

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**Q13**

If yes, please explain how the technology supports a state-wide initiative or is it a legal mandate or in support of a legal mandate?

Accreditation is a state mandate in California, and establishing the Teaching and Learning Center (TLC) is one of the primary goals outlined in the college's 2019 Accreditation ISER Report, and is the topic discussed in one of the Quality Focused Essays. The requested technology is critical for the establishment of the TLC. According to the 2019 Accreditation Institutional Self-Evaluation Report (ISER), Cuyamaca College planned to have a Teaching and Learning Center by 2021. Although we missed this deadline due pandemic-related delays, the Teaching and Learning team's goal is to have the center ready before the upcoming Accreditation site visit.

As outlined in the ISER, the purpose of the TLC is to "Integrate professional development efforts to support the implementation of innovative, student-centered practices." The TLC will serve as the College's hub for professional development and employee retention, integrating college-wide to advance instructional and non-instructional practices, and making the college more student and employee-centered. The requested technology is necessary to support employee growth and development, which will ultimately benefit our students.

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**Q14**

Please be aware that projects, once approved, are typically scheduled 6 months to a year in advance. Consider the consequences if the technology/software is not implemented, upgraded or renewed. What are the consequences if the technology/software is not implemented/upgraded, or renewed? Examples: Security concerns, loss of FTES, mandates, accreditation, etc.

Without the requested technology, the Teaching and Learning Center will be unable to operate, jeopardizing the College's accreditation status.

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**Q15**

What is your preferred time for implementation?

Fall 2025

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**Q16**

Tell us how the data you have supports the implementation of the technology. This can be qualitative or quantitative in the form of surveys, observations, SLO or other assessment data, institutional research data or other reports and data.

As highlighted in the Quality Focus Essay of the Accreditation Report, the Teaching and Learning Center (TLC) is one of the two major college projects expected to significantly impact student learning across the institution. Over 40 practitioners, including faculty, staff, students, and administrators, have identified the TLC as a priority for the next four years. This project has also been discussed during the Institutional Effectiveness Partnership Initiative visit, the Fall 2018 Accreditation Retreat, in program review documents and goals, and at Guided Pathways meetings. More recently, establishing the Teaching & Learning Center has been focused on by the Dean of Student Success & Equity, the Teaching & Learning Coordinators, and is reflected in the Teaching & Learning Committee goals for the last 3 years.

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**Q17**

**5**

How critical is this need in terms of supporting curriculum and services?

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**Q18**

Please attach any supporting data/documentation using the "Upload" button below.

**Quality%20Focus%20Essay%20-%20Teaching%20%26%20Learning%20Center.docx%20(1)%20(1).pdf (116.3KB)**

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Page 3: COST ANALYSIS

**Q19**

**Hardware**

Is the request for hardware, software, or both?

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**Q20**

**New (new to the campus)**

Is the request for new or an upgrade to existing technology?

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**Q21**

Total initial cost of request: This includes hardware and software maintenance, licence, taxes, fees, shipping, storage, etc. Contact Bryan Cooper for assistance.

\$610

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**Q22**

**General Fund**

Funding Source:

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**Q23**

Please attach quote using the "Upload" button below.

**TLC%20Projector%20and%20Screen.pdf (51.8KB)**

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Page 4: Grant Funding Source

**Q24**

**Respondent skipped this question**

Please specify the grant that will fund the technology you are requesting.

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Page 5: Evaluation Plan

**Q25**

Evaluation. How do you plan to evaluate the technology after implementation?

The Teaching and Learning Center will track the usage of technology by employees within the space.

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Page 6: Type of Request

**Q26**

**No**

Is this an Off-Cycle Request (e.g., not part of the annual planning/program review process)?

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Page 7: Off-Cycle Requests Only

**Q27**

**Respondent skipped this question**

What are the exigent circumstances and/or contributing factors that would qualify this request to be eligible for Off-cycle consideration? Please explain why this request cannot wait until the next annual planning cycle.

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Page 8: Technology Request Process

**Q28**

**Respondent skipped this question**

How can the Technology Request process be improved for next year?

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Page 9: Ready to Submit

**Q29**

**Yes**

Are you ready to submit your technology request?

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