



NEW FACULTY POSITION PROPOSAL

Click in the shaded fields and start typing your response.

DISCIPLINE: INSTRUCTIONAL DESIGNER

A. How does the proposed position align with specific objectives within the college's strategic plans and initiatives? <http://www.canadacollege.edu/plans/index.php>

Did you know that online enrollments have increased 61% at Cañada over the past 5 years?

Did you know that our summer enrollments were 67% online at Cañada in the Summer of 2019?

The college must provide instructional design support for faculty to meet our commitment to open access and academic excellence. Accreditation standards require that the college makes this a priority. This position will not be limited to distance education as the principles used for quality teaching and learning in DE can also be applied to support face-to-face faculty as well. This position will also not be limited to one department or division, but instead will be able to serve all faculty across disciplines.

The instructional designer position would be able to enhance the pedagogical training included in the Quality Online Teaching & Learning Work Group, and will be able to build and offer other trainings and workshops to meet the professional development of online and hybrid faculty, as well as face-to-face faculty. The instructional designer would work with faculty one-on-one and in small groups to support faculty in aligning their courses with the CVC-OEI Course Design Rubric, adopted by the Academic Senate in November 2015. The instructional designer position could also be a great resource to supporting students through the transition to alignment with AB705 by supporting faculty in designing support and remedial resources for students. Supporting our faculty and offering online teaching trainings and workshops requires more time and specific expertise than can be accommodated with partial faculty reassigned time and a portion of a full-time employee's time.

Educational Master Plan 2017-2022:

- *Strategic Initiative 1.1: Develop academic pathways and provide integrated support services that begin in high school, transition to college and complete with a certificate, degree and/or transfer.
- *Strategic Initiative 3.3: Create robust processes and support for developing new academic programs/curricula including innovations that address geographic and logistic barriers to access.
- *Strategic Initiative 3.6: Institutionalize effective structures and best practices of HSI (Hispanic-Serving Institutions) and AANAPISI (Asian American and Native American Pacific Islander-Serving Institutions) in order to reduce the achievement gap.

Distance Education Strategic Plan 2017-2019:

- *Goal #1: Iteratively design, develop, and implement faculty training related to instructional technology.
- *Goal #3: Expand & Enhance the Distance Education program to meet the needs of Cañada students, both in quantitative and qualitative terms.

District Goal Strategic Plan 2015-2020:

- *Strategic Goal #1: Develop and strengthen educational offerings, interventions, and support program that increase student access and success.
- *Strategic Goal #3: Increase program delivery options, including the expanded use of instructional technology, to support students learning and success.

Student Equity & Achievement Plan 2019-2022:

- *Definition of Student Equity and Student Equity Plans

A general definition of Student Equity is "parity in the achievement and success of all student populations." Equity also includes open access to college courses and programs for all members of our service area. The idea is that the student population of a college should be representative of the population of its service area, (the primary service area for the college is the southern portion of San Mateo County, Redwood City, East Palo Alto, Menlo Park, San Carlos, Atherton, Portola Valley, La Honda, Woodside, Half Moon Bay, and Pescadero), and that success for the various groups of that student population should be equitable.

*Completion of Transfer Level Math AND English Activity: Increase culturally relevant pedagogical training for faculty.

*Principle 1: Clarity in language, goals, and measures is vital to effective equitable practices. Clarity in language means that practitioners must not only notice but also name the specific racial/ethnic groups that are experiencing equity gaps and avoid being race-blind. Terms such as "at-risk" and "underrepresented minorities" defuse the differences in circumstances experienced by black, Latinx, Asian American, and American Indian populations.

*Principle 3: Equitable practice and policies are designed to accommodate differences in the contexts of student's learning—not to treat all students the same. Practitioners must not confuse equity with equality. Equity gaps cannot be eliminated by treating everyone equally. Policies and practices must recognize and accommodate differences for minoritized students in order to level the playing field.

Strategic Enrollment Plan 2018-20:

Enrollment Trends Goal #9: Continue to increase the Distance Education course sections, especially in Career Education.

Enrollment Trends Goal #10: Continue to increase late-start distance education and non-distance education offerings. Do this in the context of inquiry regarding the role of 8-week classes or other changes to the course schedule.

Enrollment Trends Goal #11: Continue to expand the number of online certificate and/or degree programs.

Student Success Goal #3: In the context of the College Distance Education Plan, continue to monitor the success of online students. Disaggregate the student data and address the needs of disproportionately impacted groups of students.

B. How does the proposed position address the program's strategic action plans and long-term goals? Please refer to specific elements of the most recent program review.

2018-2019 Distance Education Program Review

Executive Summary: Distance Education at Cañada College is currently supported by one faculty DE Coordinator with .2 release time, one full-time Instructional Technologist (classified), and the Dean of ASLT. In lieu of an instructional designer, the DE Program has made a request to the Office of Instruction to increase the Faculty DE Coordinator position to .6 in order to be in alignment with state guidelines regarding online faculty training and providing the additional support necessary for managing growth with teaching and learning at the center of these efforts.

The increase in release time for the Online Education Coordinator was not granted for the 2019-2020 academic year, so the Instructional Designer position is being submitted again.

*Objective: Provide DE Faculty Tools & Resources for Quality Online Instruction—Ensure all existing and new online/hybrid course instructors have met the minimum standards established for teaching in this modality, and that all have access to professional development and training in the areas of online student equity and online student support tools.

C. How does the proposed position support program vitality and viability?

1. How far is the program from achieving the legislative goal of having 75% of instructional hours taught by full-time faculty?
 - a. %CRNs that are taught by FT faculty: previous semester current semester not applicable
2. If this proposal is not funded, will there remain a minimum of one existing full-time faculty in the discipline? Yes No

D. What is the evidence of student demand to justify the proposed position?

1. Number (headcount) of full-time faculty in the discipline: There are no full-time faculty in the distance education/professional development areas and there has been a 1,000 student headcount increase in online/distance education enrollment within the past year.
2. Total FTE of course offerings: previous semester current semester not applicable
3. Percent of “Total FTE of course offerings” comprised by FT faculty: previous semester current semester not applicable
4. Average departmental Fill Rate: previous semester current semester not applicable
5. Enrollment history – qualitatively and quantitatively describe student demand/course enrollments within this discipline, especially for those courses that will be assigned to the proposed faculty member. (no courses will be assigned to this faculty member).

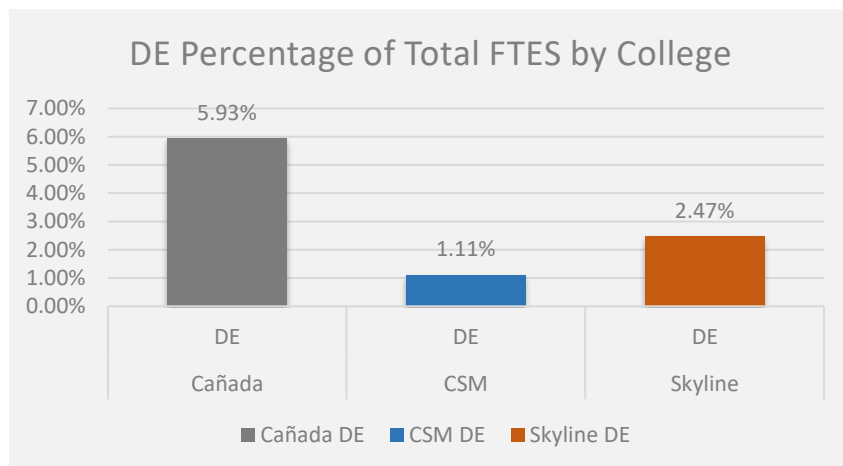


Figure 1: While Cañada is the smallest of the three colleges in our District, we have the highest online education percentage of total FTES, and yet we have the fewest support positions.

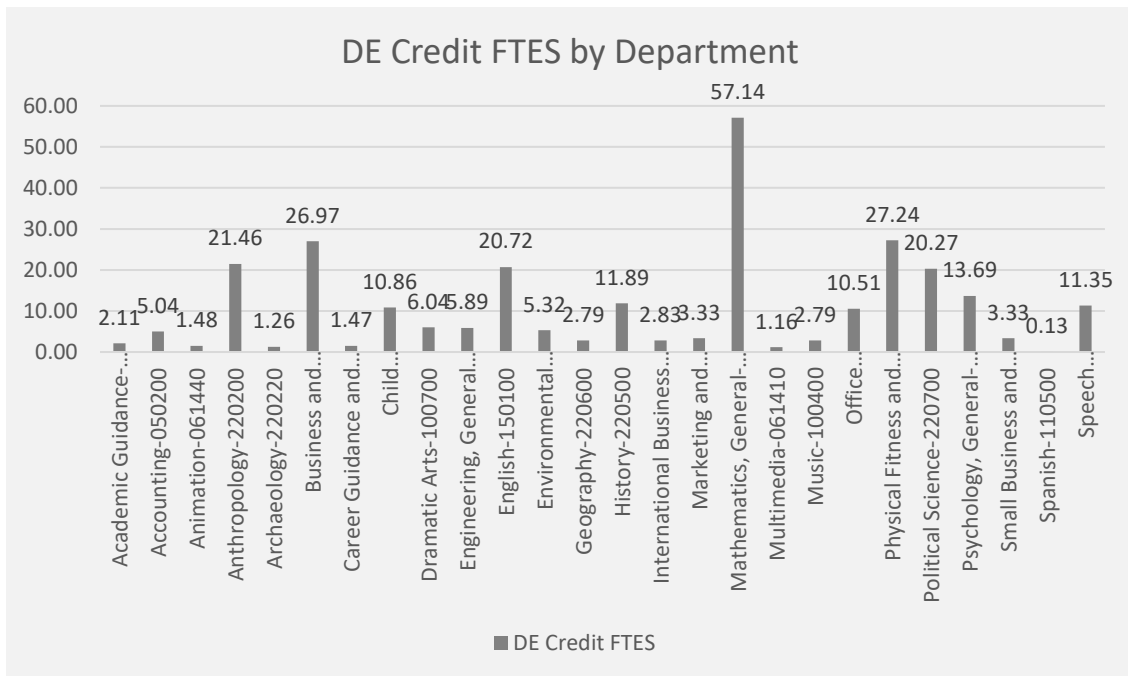


Figure 2: Many of our academic departments offer online education course work, so there is a need for Instructional Designer support across the college.

- Effective course design and online teaching preparation are consistently cited as critical elements to ensuring student success in online/DE courses. The disparity in success rates between college prepared students and those in disproportionately impacted groups is strongly correlated to the presence of regular effective contact and other key indicators of quality online teaching. To meet the needs of the campus, a full-time instructional designer is required based on existing need as well as the anticipated growth of online/DE course sections.