Cañada College

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

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 and much of our 2013 Accreditation Self Study centered around CIETL and the professional development available through that entity and the faculty coordinating CIETL. The addition of an instructional designer position will address the gap left by the defunding of CIETL and its years of dormancy. This position will, however, 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.

Educational Master Plan 2012-17:
*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 Plan 2012-2017:
*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.

*COURSE SUCCESS GOAL: To develop programs and activities to 1) improve overall course success rates, and 2) ensure the course success rates are equitable among all of the ethnic groups.

Strategic Enrollment Plan 2014-17:
*Teaching and Learning (TL) - Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational

goals; invest in opportunities to promote engagement; conduct provocative professional development; and create innovative and flexible learning systems.

*Student Success Goals:
1. Increase the Distance Education course sections, especially in Career Technology and Education (CTE).
2. Increase late-start DE and non-DE offerings.
3. Offer online certificate and/or degree programs.

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.

DE doesn't do program review (strategic plans and progress reports instead) however the ELITE program does.

2016-2017 ELITE Program Review
Objective#1: Enhance & Expand Distance Education - The ELITE Program will spearhead a campaign to improve distance education courses at Cañada and then expand distance education offerings to better meet student needs and demand for transferable courses.

Objective #3: Re-Open CIETL - The ELITE Program is looking to revitalize CIETL, the Center for Innovation and Excellence in TEaching and Learning, which was closed in 2015 and remains so today. ELITE would like to use the CIETL space as a hub for faculty and staff support around Canvas, online education, TracDat, and assessment. The space will also house a component of student support for Canvas and online coursework. This position will be instrumental in providing the necessary hours of support needed in this space.

Objective #4 - Staff the ELITE Program for Student & Faculty Support - The ELITE Program currently consists of Allison Hughes, Instructional Technologist (1 FTE), Lezlee Ware, DE Faculty Coordinator (.2 FTE) and Jessica Kaven, Faculty Assessment Coordinator (.2 FTE). The current level of faculty support is not adequate given the existing and ongoing needs of providing pedagogical support and leading efforts such as peer reviews of online courses.

ELITE's PLOs:
1. Align online and hybrid courses with Section 508 and ADA regulations.
2. Offer faculty and staff ongoing assistance with enhancing online and hybrid courses for Cañada students.

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).
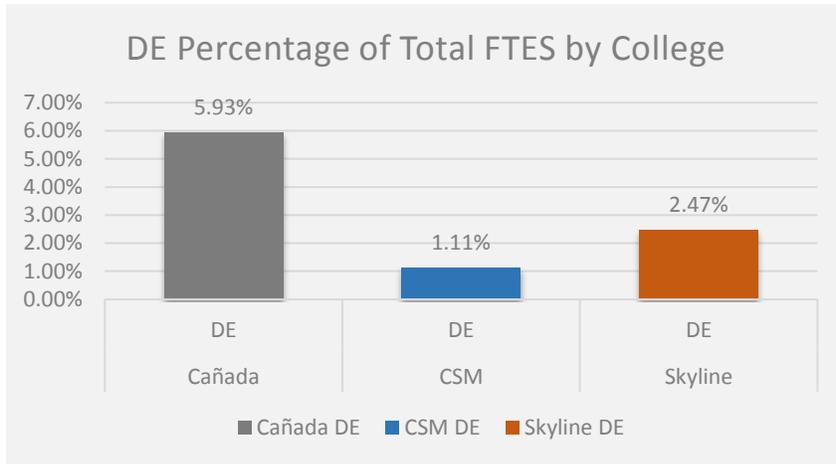

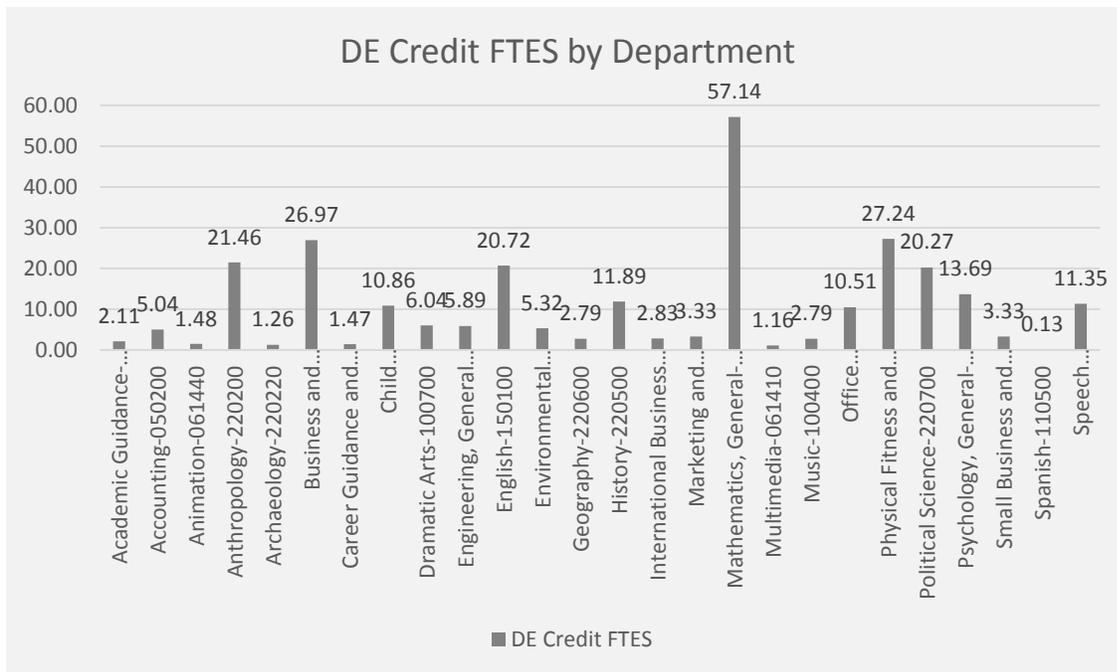Figure 1: Total percentage of FTES by DE enrollment

Figure 2: DE credit FTES by department

• 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.