Educational Technology Program
Self-Study Report

I. Program Description

The Educational Technology Program provides educators and future educators the tools necessary to increase their knowledge and ability to integrate technology into their teaching. The curriculum consists of 24 one to three-unit courses. The online courses are designed so they can be completed at a time during the week that is convenient especially for K-12 teachers who have different schedules depending on the school for which they work. Each course trains educators and prospective educators in computer software and the overall integration of technology into instructional courses and in related subjects such as grant writing and accessibility.

Mission Statement
The mission of the Cerritos College Educational Technology (EDT) Program is to demystify the use of technology and help educators create and deliver technologically innovative programs and curricula to a diverse student population. The intended audience for the EDT program is current and future K-12 and community college instructors therefore courses are offered primarily in an online setting to accommodate the varied schedules of working teachers. Students in the program are taught to integrate technology and use both software for general use such as Microsoft Office products and educational software for integration in the classroom environment by educators and students. Emphasis is placed on addressing students with multiple learning styles. Integration with current practices rather than merely using technology is encouraged. In achieving our mission, the Educational Technology Program promotes lifelong learning for teachers, administrators, and staff.

EDT Certificates
Currently there are two certificates of achievement offered in the Educational Technology Program. These certificates are the Certificate in Educational Technology (the primary certificate) and the Certificate in Instructional Multimedia. A long-range goal of the program is to introduce a new certificate in Instructional Design and Online Teaching.

Timetable for Completion of Degree/Certificate
Depending on whether students are strictly pursuing a Certificate in Educational Technology or if they are taking courses in addition to their other courses of study, it is recommended that the students complete the EDT certificate in four or five semesters. It is recommended that students first take those represented above on the first level in one semester. Students are encouraged to take only two or three of the courses on the second level the second semester and those remaining on the second level in the third semester. During the fourth semester, students are encouraged to take EDT125 and up to four additional EDT units to complete the certificate.

Curriculum Planning

<u>Overall Objectives of the Program</u>

This program was developed as a response to the tremendous growth in technology being introduced into school systems throughout the Southern California area. The faculty and staff of K-12 public schools, private schools and community colleges were in need of training to best use the technologies being introduced into the schools. This program offers courses that train students in the rudimentary skills of ubiquitous technology tools with a specific focus on school site usage.

The following are excerpts of two government reports emphasizing the need for teacher technology training.

> More than ever before, our nation needs teachers who are not only motivated to teach but who are also properly educated, trained, and prepared for the many challenges that are facing our nation's K-12 public schools. The education departments and schools at our colleges and universities cannot continue to do business as usual—they need to adjust their teacher preparation programs to effectively support the changing times, and to provide our future teachers with a realistic and rigorous education. There is little or no disagreement among educators, social scientists, or anyone else for that matter, that great schools are the product of great teachers. It makes sense, therefore, to create a world-class teacher education and training program.
>
> Les Stein & Alex Stein (2016) Re-thinking America's Teacher Education Programs, The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 89:6, 191-196, DOI: <u>10.1080/00098655.2016.1206427</u>

> Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21st century skills; increases student engagement and motivation; and accelerates learning. Technology also has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning.
>
> Online learning opportunities and the use of open educational resources and other technologies can increase educational productivity by accelerating the rate of learning; reducing costs associated with instructional materials or program delivery; and better utilizing teacher time.
>
> Use of Technology in Teaching and Learning - U.S. Department of Education
> https://www.ed.gov/oii-news/use-technology-teaching-and-learning

In 1999 Cerritos College entered into a partnership using a Memorandum of Understanding with the School of Education at California State University, Long Beach. Upon successful completion of a specific program called Teacher TRAC (Teacher TRaining ACademy), students were guaranteed admission into the School of Education at CSULB. While this MOU has expired, Cerritos College Teacher TRAC students are still able to gain admission into the teaching programs. As part of this agreement, Teacher TRAC students arrive at CSULB technologically prepared, as well, by being required to take a block of the instructional technology courses offered by this program. It is anticipated that future teachers already enrolled at CSULB may take these courses at Cerritos College. As educators acknowledge that our children need the very best education available, there is a demand for the kind of training that is being offered in this educational technology program at Cerritos College.

Course Updating

Courses are regularly reviewed for currency. Since computer software is upgraded by manufacturers on a regular basis, the courses must also be updated to match the software. EDT course content is updated regularly. The courses primarily using the Microsoft Office Suite are updated as new software becomes available. Currently, Microsoft Word, Excel, and PowerPoint have instructions for versions 2010, 2011, and 2016. Office 2019 is due out soon and courses will be updated to match the new software. Courses using links to the Internet are run through the Canvas Link Validator and revised as necessary each semester to ensure the links are operational. In addition, currency of linked materials is checked by searching for the most recent articles supporting course content.

In each course, as it is taught, students are asked to periodically reflect on the course content in discussion forums, surveys, and anonymous surveys and make comments as to what they liked/didn't like and if they felt anything was missing from the content. Their answers are closely scrutinized and changes in the course materials are often made based on those comments. One example of this is the addition of an "introduction forum" in each of the classes where students introduce themselves to their classmates. This was suggested by students in a forum and added. Another was to not have assignments and discussion postings due on the same day. This suggestion was made in a survey. Now, assignments are due on Wednesday so that students can access the instructor more easily if they have questions and discussion postings are due on Sundays.

Methods of Instruction

Methods of instruction are accomplished through selected reading assignments, lectures using standard typed text, audio and video files, individual and/or collaborative group activities/projects, and class discussions through web postings.

Materials and sample work is also be available on Web sites which, in turn, engage the student in critical reading and thinking. Students are required to read assignments, create projects, and are evaluated through quizzes, papers, and/or review and grading of projects.

Most EDT courses are offered online to accommodate those in the teaching profession who have varied schedules.

Pre-Requisites/Co-Requisites
There are no prerequisites or co-requisites for any of the EDT courses.

It is recommended that online students complete EDT50-Preparation for Online Learning.

Grading Methodology
All courses are graded using a scale as follows:
90 – 100 = A
80 – 89.9 = B
70 – 79.9 = C
60 – 69.9 = D
below 60 = F

Skills
In addition to skills covering computer hardware, information and media literacy, word processing, spreadsheet, presentation graphics, web design, communication practices, accessibility, mobile technology, grant writing and online teaching, the Education Technology Program also covers integrating technology into classroom curriculum.

Students are required to use logical thinking as they work through the projects. Students are also required to post and reply to discussion topics on a weekly basis. Critical analysis is used to discern appropriateness of various materials for classroom use.

Technology Skills
It is imperative that the Educational Technology Program stay current with industry technology and use of that technology in the classroom environment. Full-time faculty attend conferences and workshops throughout the year to maintain skill levels and keep abreast of trends in the industry. Faculty read both educational and technology integration articles and books, and they are also asked to review textbooks relating to educational technology and education.

Learning Outcomes
The course outlines used in the Educational Technology Department clearly establish stated objectives to be used by the faculty members to evaluate the learning experience of their students. Each faculty member further develops his/her own particular method of evaluating each student and lists all criteria in the individual course syllabus. Methodologies include discussion critique, electronic quizzes, with a heavy emphasis placed on completing and electronically submitting relevant projects and assignments. The learning outcomes for each course specifically relate to areas of teacher professional development or the Common Core State Academic Standards. All Common Core standards have an emphasis on students understanding and using technology.

Impact on Other Programs
Because Educational Technology courses are written to specifically address educational skills and needs, courses in this program do not affect other programs or departments on campus. Prior to introducing a new course to the Curriculum Committee, any program or department that might potentially feel there is a conflict is sent a copy of the proposed course for review. If there is an objection to a course, the Department Chair meets with the Department Chair for the other program for input to make relevant changes.

However, two other programs are working with the EDT program to create cross-course skills certificates. It is hoped that these certificates will be sent to the curriculum committee (the first this year and the second in 2019) and be approved for the following school year.

Facilities
Many of the EDT courses require specific educational software that is often available in the K-12 environment, but not something students would have on personal computers. When face-to-face courses are offered, relevant software to this program are added to the lab and on the instructor's computer in the lecture area. Several of the courses require specific educational software or software that is not used in other courses taught at the college. In the past, specific computers in the student library lab have had this software installed on some of the computers.

Currently the Educational Technology program did receive a grant from Inspiration software for a site license for Inspiration and Kidspiration. This software is used in two of the EDT courses. Funding for upgrades for this software needs to be allocated.

II. Instructional Improvement

Student Learning Outcomes (SLOs)
Learning outcomes are considered by the Department Chair and the faculty teaching the courses to determine whether content needs to be modified. Students are primarily asked to complete projects to demonstrate learning although some materials are quizzed and students are asked to reflect on their learning in online discussion forums.

Only one section of a course is taught during a semester. Most courses are taught by the same instructor each time the course is offered. The materials for each course are reviewed by the instructor prior to being taught to ensure that all content is being covered as listed in the Course Outline of Record (COR) and is updated to ensure currency. The syllabus for all EDT courses is essentially the same with course description and learning objectives changed to meet the specific course and in alignment with the COR.

The EDT program rewrote all SLOs for classes taught per the recommendations of the SLO committee approximately 3 years ago. Last year, the former EDT department chair made extensive changes to many of the EDT courses increasing the unit value and changing the SLOs and inactivating many courses. The two certificates were also changed. These changes were not reflected in eLumen and need to be done.

Courses are not taught on a regular basis. Sometimes a course is only taught once in a two-year period. Depending on who is teaching the course, it may be updated. A full-time instructor was added to the program three years ago who did not update course materials nor did she update the SLOs for the courses she taught. That being said, when she increased the unit value of the courses she taught, she did update the SLOs but did not change the course content. Since this person was the Department Chair at the time, this practice was her decision. There currently is no formalized system in place to update or measure whether a SLO should be modified.

Student Evaluations
Students are asked to evaluate instructors in online courses at the same interval as those in traditional, face-to-face courses. This evaluation process is currently being handled by the Research and Development department.

Faculty Evaluations
Faculty are evaluated on regularly-scheduled basis.

III. Program Strengths and Weaknesses
Strengths
1. The EDT Educational Technology courses at Cerritos College are affordable (low cost community college courses versus higher division/post graduate and private school/organization rates) and units are awarded that can be used for salary advancement in many preK-12 and community college districts in California. The majority of the courses are online and can thus be attended by current and future educators and para-educators throughout the state.

2. The Educational Technology instructors remain current on educational trends and technology applications. The program offerings are modified and expanded periodically to continue to offer courses in current trends in education. Many new offerings are at the suggestions of adjunct faculty who work in the education field.

3. All Educational Technology courses (with the current exception of EDT 110, taught for Teacher TRAC students) are taught via distance education, modeling the use of technology in teaching by using technology in teaching.

4. The Educational Technology Program at Cerritos is the ONLY community college program with an Educational Technology Program to have certificates of 18 to < 30 semester units approved by the Chancellor's Office.

5. The EDT Department has a partnership with Teacher TRAC and offers one of Teacher TRAC's option for transfer courses.

6. The Educational Technology Department is considered a CTE program and thus receives funding from VTEA/Perkins.

Weaknesses

1. One specific challenge is student retention in the online courses. Student retention is a problem nationwide in online classes. Student retention problems have many causes. Some students find they do not have the self-discipline to remain current in online courses and drop. Some students believe the courses will be "easy" and when they find out that the courses are challenging, they drop. Many students enroll in the Educational Technology courses because they need one or two units (many EDT classes are one- or two-unit classes) to obtain or maintain financial aid and after enrolling, they do not participate and then are dropped by the instructor. To try to meet the challenge of student retention, Educational Technology instructors are reminded by the Department Chair on a weekly basis to contact students via email reminding them of assignments due, on-campus lab assistance times, and encouraging students to maintain contact with instructors if there are any problems or questions.

2. The EDT courses are developed specifically for teachers and future teachers in K-12 and community colleges although they are open to all students. With cutbacks in course offerings, many of the current students take the EDT courses because general education courses are not available and they do not want to lose their enrollment status. This prevents the intended population, those most likely to succeed, from being able to enroll in the classes.

3. There had been no marketing on behalf of the Educational Technology Program for many, many preceding years. New marketing efforts began via direct mailing and website updates beginning in Fall 2017, with the assistance of the Strong Workforce Grant, Year 1. This is continuing during the Round 2, Year 2 (2018-2019) grant. It will take some time to realize any benefit from marketing and more marketing and networking needs to be done regularly. Obstacles to marketing include lack of manpower to pursue aggressive marketing.

4. The EDT Advisory Committee needs to be expanded to include more of the Educational Technology Community, including employers and more faculty.

5. There currently is no program improvement plan or steps to review and update Student Learning Outcomes. A program needs to be developed to do this.

6. Many courses include video "how-to"s demonstrating the steps necessary to complete assignments. However, not all skills have videos. Students are asked what they would

like to see as an improvement to a course and many indicate they would like to see more "how-to" videos.

7. The EDT Instructional Multi-Media certificate was revived last year and is now available as an option this year. However, when the former Department Chair revived the certificate, she did not update the primary course needed for that certificate, Fundamentals of Instructional Multi-Media Production. Without this course, students cannot get the certificate. Obviously, this course needs to have content written, changed from a non-transferable course to a transferable course, and the changes to the COR needs to be approved by the Curriculum Committee.

4. Opportunities and Threats of the Program

Opportunities

1. One opportunity, specifically at this college and throughout the community college system, is the new emphasis on online teaching and the preparation that teachers need. The EDT program offers courses in the preparation for online teaching and also offers a certificate in online teaching for campus faculty.

2. This program was developed as a response to the tremendous growth in technology being introduced into school systems. The faculty and staff of K-12 public schools, private schools, and community colleges are in need of training to best use the technologies being introduced into the schools. The EDT faculty keep current on trends and technologies used in education to provide that training.

3. Cerritos College entered into a partnership with the School of Education at California State University, Long Beach, in 1999. Future teachers were identified early and given the opportunity to complete their undergraduate courses, CLEP and CBEST requirements at Cerritos College. Upon successful completion they were guaranteed admission into the School of Education at CSULB. As part of this agreement, students arrived at CSULB technologically prepared, as well, by being able to take a block of the instructional technology courses offered by this program. Although the Memorandum of Understanding between CSULB and Cerritos College Teacher TRAC program was not reviewed, students completing the Cerritos College Teacher TRAC program have still been able to transfer into the School of Education. EDT courses are kept current and provide future teachers the technology skills needed to become more effective teachers.

4. Little marketing has been done on behalf of the Educational Technology Department at Cerritos. A planned program of networking and advertising may well increase interest in the courses by the audience the program desires to serve.

5. There are many Educational Technology organizations and conferences. This is an opportunity to network.

6. The Educational Technology website uses the words EDT in lieu of "educational technology" in many places, making the pages unsearchable using the terms most would use to find a program.

7. Some school districts and community colleges offer salary advancement for successful completion of EDT courses. Teachers wishing to satisfy continuing education requirements (and in some instances move on a salary scale) in those districts can use the EDT courses to accomplish this. There is an opportunity to do focused marketing to teachers in districts who can benefit from this specific value, as well as to encourage other districts to allow their instructors to benefit from completing these educational technology courses.

8. Creating a new Certificate of Achievement for Instructional Design would be beneficial to the EDT program. There are opportunities for instructional designers appearing on listservs on a regular basis. With more emphasis on following federal laws for accessible digital media, instructional designers have vast opportunities. A certificate (and related courses) need to be created to attract those wishing to enter this growing field. This new certificate should attract more students to the program. To create this certificate will require research, Chancellor's Office approval, and Curriculum Committee approval making pushing this goal into the 2022-2023 school year at the earliest.

Threats

1. Student retention in online classes is a nationwide problem that has many causes. Some students find they do not have the self-discipline to remain current in online courses and drop. Some students believe the courses will be "easy" and when they find out that the courses are challenging, they drop.

2. The EDT Program needs to be advertised to an audience who will benefit from taking the courses. This would require advertising to school districts, teachers, and future teachers who are often unaware of the program. If the program is not updated and advertised, classes may continue to underfill and cancel.

3. The enrollment, completion, and success rates in EDT Courses have dropped below acceptable levels over the past few years. Enrollment must first be increased to affect the other factors as well.

4. The options for addressing educational technology training needs have increased multifold. Educators are now offered many choices for learning about technology in and for education. There are many ed tech conferences and organizations and many private

systems where teachers can earn "badges," etc. (One notable difference from Cerritos would be the cost, as well as the added benefit that many current educators can earn salary advancement from Cerritos College lower division ed tech courses.) Aside from targeted and non-targeted advertising, curriculum for the EDT educational technology department needs further modifications and new courses added.

5. Accomplishment of Previous Goals

The EDT Unit Plan short-term goals listed below are on-going goals that are reviewed on a continual basis.

1. Evaluate and revise as appropriate all published information about Educational Technology program to ensure accuracy.

2. Continue to identify measurable learning outcomes for Educational Technology courses that are consistent with the college's mission and institutional goals.

6. Goals of the Program

Short-Term Goals (1-3 years)

While there is one other community college that offers a certificate, the Cerritos College EDT certificate is not the same. While for some time there were many faculty from community colleges all over the state taking the EDT courses, most for salary advancement, this has stopped the past couple of years. The reason for this probably is because of cut-backs in the number of course offerings in the EDT program and lack of "advertising". There are three Short-Term Goals pertaining to advertising:

1. Advertise the EDT Program to the appropriate audiences. This includes TeacherTRAC students and K12 teachers and districts, as well as to Cerritos College instructors and instructors from other community college campuses.
2. Create online infomercial about EDT Department to attract students.
3. Update EDT website to include searchable hit terms, i.e., educational technology; instructional technology; etc.

In order to keep materials current, courses and Student Learning Outcomes need to be revisited on a regular basis. Currently there is no Program Improvement plan in place. A short-term goal pertaining to this area is:

1. Create an EDT program improvement plan with steps to review and update SLOs.

The EDT Instructional Multi-Media certificate was revived last year and is now available as an option this year. However, when the former Department Chair revived the certificate, she did not update the primary course needed for that certificate, Fundamentals of Instructional Multi-Media Production. Without this course, students cannot get the certificate. Obviously, this course needs to have content written, changed from a non-transferable course to a transferable course, and the changes to the COR needs to be approved by the Curriculum Committee. The goal is to begin working on this course next semester and sent to the

Curriculum committee for approval at the beginning of the next school year. The short-term goal that pertains to this is:

1. Update the Fundamentals of Instructional Multi-Media Production and change from a non-transferable course to a transferable course.

Student retention is not only a challenge in the EDT courses, but in all online courses. There is one short-term goal pertaining to this:

1. EDT50-Preparation for Online Learning was promoted by counselors for all students taking online courses for the first time. This practice seems to have stopped. Work with counselling to encourage them to re-embrace this practice to help student retention.

Long-Term Goals (over 3 years)

Most of the EDT courses are taught online. Studies have shown that to improve retention in online courses, that faculty need to ensure that online courses are written to address as many learning preferences as possible. Although many of the software-based courses have step-by-step instructions with numerous images to demonstrate what students need to do, it is the desire of the program chair to add videos demonstrating the actions required by the students with audio instructions. Videos have been made of several of the more difficult tasks for the most current software in the Microsoft Office courses. In addition, all lecture materials are currently in written format only. Videos and audio files should be created to reach students of varying learning styles. There are two long-term goals that student success and retention:

1. Add videos demonstrating the actions required by the students with audio instructions.
2. Once enrollment increases, develop a plan to improve completion and success rates by collecting data to develop a baseline for the new increased enrollment.

Another long-term goal that addresses student retention is:

1. Partnership with iFALCON as one way to prepare students for learning.

Finally, it is believed that a new Certificate of Achievement for Instructional Design would be beneficial to the EDT program. That certificate (and related courses) needs to be created to attract those wishing to enter this growing field. This new certificate should attract more students to the program. To create this certificate will require research, Chancellor's Office approval, and Curriculum Committee approval making pushing this goal into the 2022-2023 school yea. There is one long-term goal that addresses creating a new certificate and corresponding courses:

1. Instructional design is a growing field. Many EDT courses currently offered would fit into this certificate but several others will need to be created.

<u>On-Going Goals</u>

There are three short-term goals for the EDT program. All are on-going goals that are revisited on a regular basis.

1. Department Chair to continue reminding faculty to send announcements regarding due dates.
2. To remain current in the field, attend conferences relating to online education and educational technology.
3. To try to develop student understanding that EDT online courses are rigorous and meet the "Student Contact Hours" as defined by California Education Code, Title V, section 55002 (referred to as the Carnegie unit), the Department Chair will remind faculty to include this information in multiple areas in their online courses.

**Cerritos College
Instructional Program Review**

Instructional Program Review Planning Form (Appendix A)

This form is to be prepared by each program under review and submitted by March 31 in the year prior to the review year.

Program Name __Educational Technology_____

Evaluation Team: Chair:___Angela Conley_____

                            Members:____Colleen McKinley_____

                                           ____Omar Gutierrez_____

                                           _____

Date Submitted_____

Date of Visitation _____1/15/2019_____
                            (The visitation date will be assigned by the IPR committee)

Due date for Final Self Study Report _____1/1/2019_____
                                           (Two weeks prior to the visitation date)

Due date for Draft of Self Study Report __12/4/2018_____
                                           (Six weeks prior to the visitation date)

☑   I have contacted Kristi Blackburn, IPR representative from Institutional Effectiveness, Research, and Planning.

☑   I have contacted Stephanie Rosenblatt, IPR representative from the Cerritos College Library.

Submitted By __Cynthia A. Alexander_____
                            Program Department Chair

Reviewed by _____
                            Division Dean

Reviewed by_____
                            IPR Committee Chair

Cerritos College
Instructional Program Review
List of Institutional Data, Definitions, & Resources (Appendix B)

WSCH (DSCH & Positive Attendance, whenever available)

State target for WSCH generation is 525 per course

- Some courses due to state regulations on size (ie. Nursing clinicals 10-1) will not be able to achieve this target
- If you are not mandated by state regulations, and your WSCH is under 525, what goal can/should be set? (WSCH is 785 for 2017 with WSCH/FTEF 286.496)
- If your courses are above 525, is there a steady trend line (6 years)? Is this an indicator that your courses/program could/should grow? Is this a resource allocation request? (only two years' worth of information 2016 WSCH 671 with WSCH/FTEF 249.44)

FTES (Full-Time Equivalent Students)

Equivalent to FT: one student taking five courses which are three units each. The college's FTES target is 18,000 (2015-2016).

- Based on your six-year trend line data, is your program/course going to help the college meet the goal? (Only two years' information: 2016-2017-22.79 and 2017-2018-25.37)
- Is your program trending upward? Is this indicating growth? Is there a downward/declined? Is there a goal to be set on this particular data point? (based on two years' data, the program growth is increasing upward, although very little)
- Is there a research allocation request be made regarding this data point? (yes, the Unit Plan has indicated funds for advertising; also requested in Strong Workforce application)

FTEF (Full-Time Equivalent Faculty, has been called FTIE)

Equivalent to FT: one faculty member teaching five courses which are three units each.

This data for this measure is currently unavailable (fall 2015).

- Based on the ratio data, as well as a number of part-time sections available to be taught (whereby if a FT faculty member were hired it would be a zero-sum game), is there resource allocation request to be made? Is there a goal to be set? (one adjunct faculty in program; not sufficient growth to request any others)

- What does this ratio, in conjunction with completion/retention, and successful course completion, tell you about your courses/program? (online courses have traditionally had problems with completion and success rates and this program is no exception)
- Are there additional required mandates for which your program is responsible which may need dedicated faculty to perform? Is this related to a goal or resource allocation request? (Unit Plan and Strong Workforce application have request for resource allocation to create materials to apprise students of what is involved with the courses)

Degrees and Certificates Awarded

- EDT enrollment has been down and, thus, the amount of certificates awarded declined last year. However, the data indicates that this is a pattern going up one year but down the next.

EDT Certificates Awarded
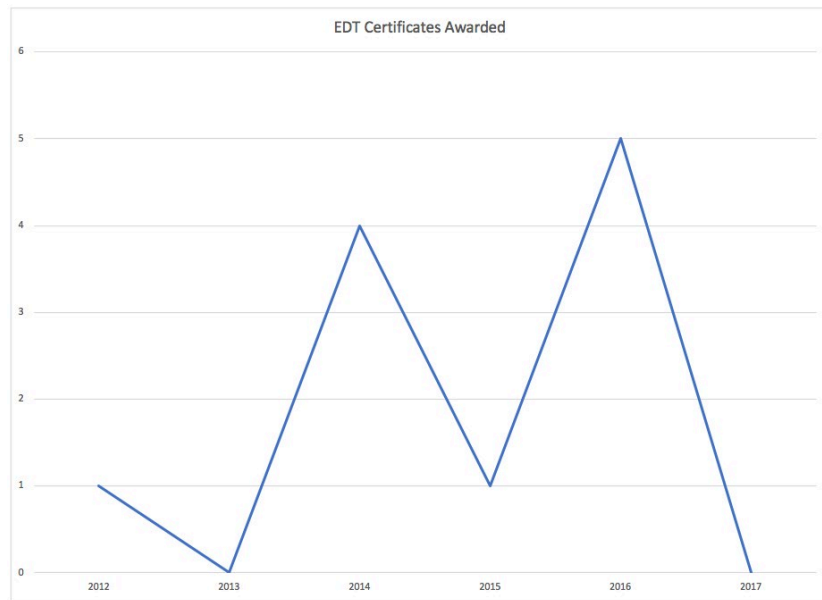
Majors

- The number of declared EDT majors has declined however, last year there was a slight increase over the previous year. Many of the EDT students have declared other majors such as Early Childhood Education and Teacher TRAC. The department has asked for funding in two areas pertaining to advertising.

EDT Majors
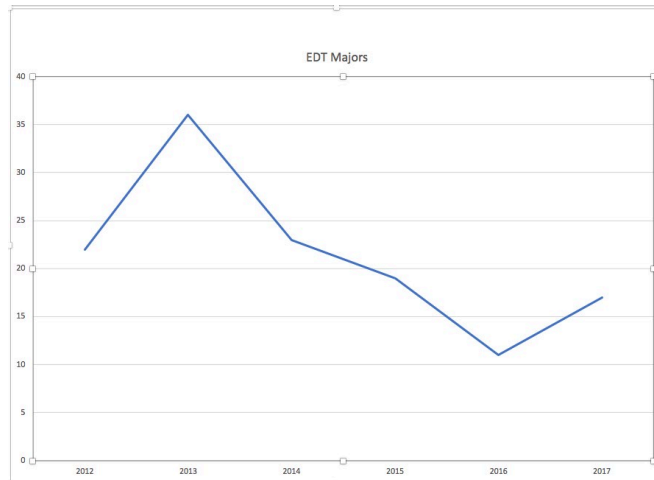
Enrollment/Fill Rate

Is your program trending upward? Is this indicating growth? Downward/decline? Is there a goal to be set or research allocation request to be made regarding this particular data point?

- EDT 50 - High was in 2014. Low Spring 2018. Assumption is that counselors no longer recommending course
- Downward trend for all courses with higher fill usually in Fall semesters. Courses have been offered too close and EDT population is not large. Also, many students who take EDT courses have taken them because they could not get classes they needed and did not want to lose their enrollment status.
- EDT110 shows a 320% fill rate. This is due to the fact that EDT110 is part of two programs, President's Scholars (dual enrollment) and PACT, both of which put caps on the enrollment so that the students in these two programs can participate as a cohort.

Subject	Catalog Number			
EDT	50	Avg. Catalog Fill Rate	72%	
		Avg. Fill Rate	72%	
	51	Avg. Catalog Fill Rate	69%	
		Avg. Fill Rate	69%	
	67	Avg. Catalog Fill Rate	60%	
		Avg. Fill Rate	60%	
	100	Avg. Catalog Fill Rate	59%	
		Avg. Fill Rate	59%	
	103	Avg. Catalog Fill Rate	70%	
		Avg. Fill Rate	70%	
	104	Avg. Catalog Fill Rate	79%	
		Avg. Fill Rate	79%	
	105	Avg. Catalog Fill Rate	71%	
		Avg. Fill Rate	71%	
	110	Avg. Catalog Fill Rate	69%	
		Avg. Fill Rate		320%
	111	Avg. Catalog Fill Rate	55%	
		Avg. Fill Rate	55%	
	112	Avg. Catalog Fill Rate	50%	
		Avg. Fill Rate	50%	
	116	Avg. Catalog Fill Rate	21%	
		Avg. Fill Rate	21%	
	120	Avg. Catalog Fill Rate	81%	
		Avg. Fill Rate	81%	
	121	Avg. Catalog Fill Rate	83%	
		Avg. Fill Rate	83%	
	122	Avg. Catalog Fill Rate	85%	
		Avg. Fill Rate	85%	
	123	Avg. Catalog Fill Rate	79%	
		Avg. Fill Rate	79%	
	124	Avg. Catalog Fill Rate	74%	
		Avg. Fill Rate	74%	
	125	Avg. Catalog Fill Rate	73%	
		Avg. Fill Rate	73%	
	132	Avg. Catalog Fill Rate	75%	
		Avg. Fill Rate	75%	
	133	Avg. Catalog Fill Rate	32%	

Value: 0.0 0.2 0.4 0.6 0.8 1.0 1.2 1.4 1.6 1.8 2.0 2.2 2.4 2.6 2.8 3.0 3.2 3.4

Avg. Catalog Fill Rate and Avg. Fill Rate for each Catalog Number broken down by Subject. Color shows details about Avg. Catalog Fill Rate and Avg. Fill Rate. Details are shown for Avg. Catalog Fill Rate and Avg. Fill Rate. The data is filtered on Division Description, Department, Class Type Description and Class Component Description. The Division Description filter keeps 14 of 14 members. The Department filter keeps EDTECH_DPT. The Class Type Description filter keeps Enrollment Section and Non-Enrollment Section. The Class Component Description filter keeps Laboratory and Lecture. The view is filtered on Subject, which keeps 96 of 96 members.

Measure Names
- Avg. Catalog Fill Rate
- Avg. Fill Rate

Course Completion/Retention Rate
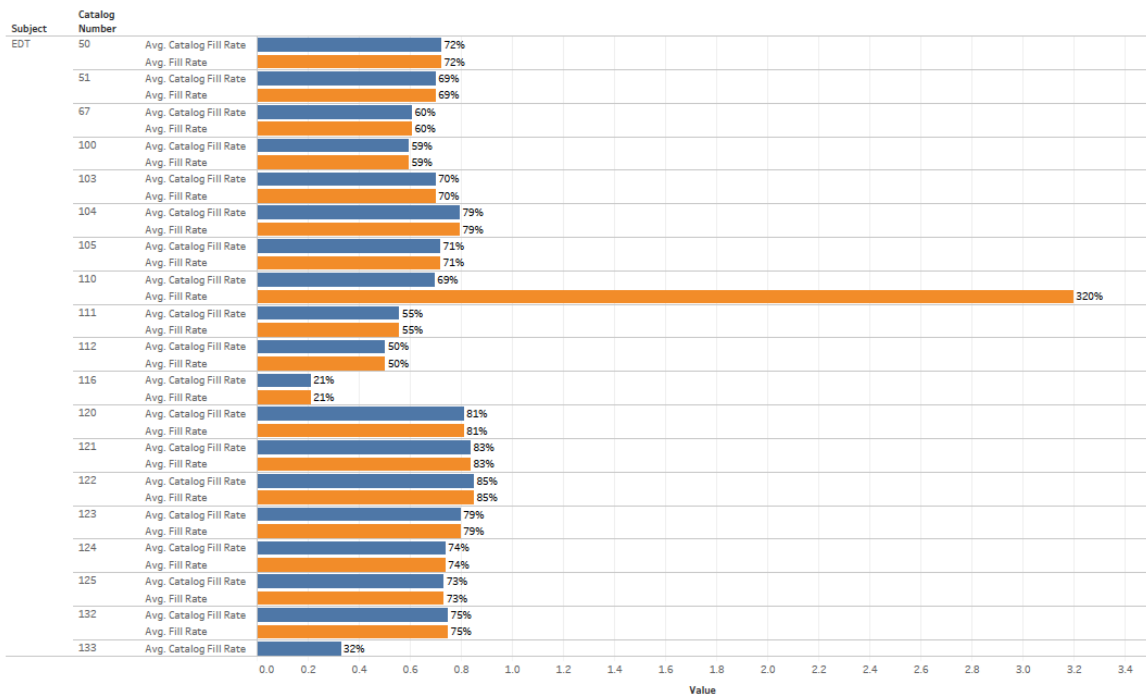
Is your program trending upward? Is this indicating growth? Downward/decline? Is there a goal to be set or research allocation request to be made regarding this particular data point?

- Completion rates reflect when faculty member transferred to program and did not drop students prior to week 4 for non-participation.
- EDT125-is "culminating" course taken by many students needing 2 units during 2nd 9-week session. Also it is a course that leads to online teaching certification for Cerritos College faculty. Many students find the amount of coursework to be overwhelming.

Grade Distribution Data (Disaggregated)

- 6 year trend line: What do you notice regarding courses overall?
- What do you notice in looking at the trend line when it is disaggregated by: age, gender, ethnicity? When two or more student factors are combined? Is there course or courses you want to examine further for disproportional impact/equity? Is there a student

factor which would indicate that it may benefit students if an academic or support intervention were created to increase success?

- Is there a goal or resource allocation request which should be created based on the grade distribution and a course?

As stated previously, many students enroll in the EDT courses because they are online and students 1) think they will be easy, 2) can't get into courses they need so they take the classes to keep their enrollment status, and 3) need only one or two units to secure full-time status for financial aid. In fact, the EDT courses are rigorous and follow "Student Contact Hours" as defined by California Education Code, Title V, section 55002 (Carnegie Unit) which essentially states that for every one unit of lecture content, there should be two hours of homework. Also, because the EDT courses are primarily online (only one course is taught in a traditional face-to-face format), students are dropped for non-participation. This is stated in the Syllabus and in several other places including the "welcome" email and in the course introduction. Many students, therefore, sign up for an EDT course only to drop it or stop participating after a few weeks.

Program Performance

Course Subject	Grade	2012 Spring	2012 Fall	2013 Spring	2013 Fall	2014 Spring	2014 Fall	2015 Spring	2015 Fall	2016 Spring	2016 Fall	2017 Spring	2017 Fall	2018 Spring
EDT	A	119	97	91	110	72	117	92	85	55	70	59	54	70
	B	48	67	42	47	42	42	29	25	19	22	16	31	23
	C	40	39	33	29	38	38	22	27	15	18	15	8	16
	D	18	24	17	26	16	17	10	11	10	10	5	1	4
	F	71	55	46	40	37	46	40	27	13	7	10	4	4
	I												1	
	W	53	116	73	86	101	157	128	112	49	53	34	45	39

Each column measures: Count of Number of Records (scale 0–200)

Term Description
- 2012 Spring
- 2012 Fall
- 2013 Spring
- 2013 Fall
- 2014 Spring
- 2014 Fall
- 2015 Spring
- 2015 Fall
- 2016 Spring
- 2016 Fall
- 2017 Spring
- 2017 Fall
- 2018 Spring

Count of Number of Records for each Grade broken down by Term Description vs. Course Subject. Color shows details about Term Description. The data is filtered on Instruction Mode Description, which keeps DistanceEd Net-Delayed Ineract and Lecture. The view is filtered on Term Description, Grade and Course Subject. The Term Description filter keeps 14 of 20 members. The Grade filter excludes Null and AUD. The Course Subject filter keeps EDT.

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Instructional Program Review Goal Establishment Form (Appendix C)

GOALS	ACTION TO BE TAKEN	COMPLETION DATE	PERSON ASSIGNED
Short-term goals (next 3 years)			
W2/O2/O4/T2 - Advertise the EDT Program to the appropriate audiences.	Advertise the EDT Program to the appropriate audiences. This includes Teacher TRAC students and K12 teachers and districts, as well as to Cerritos College instructors and instructors from other community college campuses.	2021	EDT Department Chair/Faculty
W3/T2 - Create online infomercial about EDT Department.	Create online infomercial about EDT Department to attract students.	2020	EDT Department Chair/Faculty
O6 - Update EDT website to include searchable hit terms	Update EDT website to include searchable hit terms, i.e., educational technology; instructional technology; etc.	2019	EDT Department Chair/Faculty
W4 - Expand Advisory Committee	Recruit new members to the Advisory Committee.	2019	EDT Department Chair/Faculty
T7 – Update EDT Instructional Multi-Media certificate	Update the Fundamentals of Instructional Multi-Media Production and change from a non-transferable course to a transferable course	2020	EDT Department Chair/Faculty
W5 – Create a Program Improvement Plan	Create an EDT program improvement plan with steps to review and update SLOs	2019	EDT Department Chair/Faculty
T1 - Work with counselors to encourage taking EDT50	EDT50-Preparation for Online Learning was promoted by counselors for all students taking online courses for the first time. This practice seems to have stopped. Work with counselling to encourage them to re-embrace this practice to help student retention	2019	EDT Department Chair/Faculty

GOALS	ACTION TO BE TAKEN	COMPLETION DATE	PERSON ASSIGNED
Long Term Goals (over 3 years)			
W6 - Update skills courses to include video "how-to's"	Add videos demonstrating the actions required by the students with audio instructions	2023	EDT Department Chair/Faculty
W1/T1 - Partnership with iFALCON	Partnership with iFALCON as one way to prepare students for learning	2022	EDT Department Chair/Faculty
T3 – Develop plan to improve completion and success rates	Once enrollment increases, develop a plan to improve completion and success rates by collecting data to develop a baseline for the new increased enrollment.	2023	EDT Department Chair/Faculty
O8 – Create a new Instructional Design certificate	Instructional design is a growing field. Many EDT courses currently offered would fit into this certificate but several others will need to be created.	2023	EDT Department Chair/Faculty

GOALS	ACTION TO BE TAKEN	COMPLETION DATE	PERSON ASSIGNED
On-Going Goals			
W1/T1/T3 – Remind faculty to continually contact students	Department Chair to continue reminding faculty to send announcements regarding due dates	On-going	EDT Department Chair/Faculty
O2/O3/O5/T4 – Attend conferences pertaining to online instruction and EDT	To remain current in the field, attend conferences relating to online education and educational technology	On-going	EDT Department Chair/Faculty
T1 – Ensure EDT courses include information in multiple places informing students of requirements for course	To try to develop student understanding that EDT online courses are rigorous and meet the "Student Contact Hours" as defined by California Education Code, Title V, section 55002 (referred to as the Carnegie unit), the Department Chair will remind faculty to include this information in multiple areas in their online courses.	On-going	EDT Department Chair/Faculty

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Curriculum Committee Program Review Checklist (Appendix D)

It is expected that programs undergoing review are up-to-date with all requirements related to curriculum. Please complete this self-checklist and list any discrepancies in your report as part of your SWOT analysis and goals.

Check	List
X	Course outlines have been reviewed within the last 3 years.
X	Courses that have not been offered over the last three years have been reviewed and are scheduled for inactivation.
X	Prerequisites/co-requisites have been reviewed to assure they are still necessary. Content review and/or statistical validation has been completed within the last 3 years. CTE course prerequisites need to be reviewed every 2 years.
X	Course outlines list current texts and Electronic Information Technology to comply with Board Policies and the law: Cerritos College BP & AP 3720,3411 and Section 508 standards (law).
X	Course outlines list current SLOs.
X	Current course outlines have been submitted to the curriculum specialist in the Academic Affairs office.
X	Courses offered as distance education have been approved by the Curriculum Committee to be offered as DE and match the delivery methods outlined in the original proposals.
	(If applicable) text outlines are available for faculty teaching a course for the first time.
X	Required courses for the degrees and certificates have been offered within the last 2 years.
X	Enough elective courses for the degrees and certificates have been offered within the last 2 years.
X	Degrees/certificates have been reviewed to identify any inactivated, deleted, or changed courses. If applicable, the program has been updated to reflect these changes.
X	All department courses are part of an approved degree or certificate.
X	Current degrees and certificates have been updated.
X	Students are completing the degrees and/or certificates. If not, the degree/certificate has been reviewed for change or inactivated.

Annual Student Learning Outcome (SLO) Assessment Goals (Appendix E)

In your self-study report, answer the following questions:

1. Describe your assessment plan:
    a. How often do assess?
        i. Course SLOs (CSLOs)
        ii. Program SLOs (PSLOs)
        iii. Institutional SLOs (ISLOs)
    b. What overall percentage of CLSOs have been assessed and documented in eLumen in the past five years (Use the table below.)

2. What has your department learned from the assessments? Describe any analysis from the assessment results that your department has identified by the assessment data. Be specific as to courses and specific CLSOs in your description.

3. Describe any action/improvement plans that resulted from your department analysis described in 2 above.

4. Describe any evaluations your department has developed from implementing your action/improvement plans.

Please complete the tables below to demonstrate that your department is completing the assessment goals. You will find the data you need to complete these tables by printing two reports in eLumen:

- o For degrees and certificates: Print the "SLO Performance - ISLO/PSLO Overall" report

- o For courses: Print the "SLO Performance - By Dept, Course, CSLO" report

For instructions on how to print these reports, click here http://cms.cerritos.edu/slo/course-degree-and-certificate-slos/elumen.htm

To complete the table, answer the questions for each academic year since your last six-year Program Review.

Degree and/or Certificate SLO(s)				
Academic Year	Number of Degrees and/or Certificates Offered by the Department	Number of Degrees and/or Certificates Assessed by the Department	Number of Degree and/or Certificate SLOs identified by the Department	Total Number of Degree and/or Certificate SLOs Assessed by the Department
2013	0			
2014	4			
2015	1			
2016	5			
2017	0	0	0	0

Course SLO(s)				
Academic Year	Total Number of Courses Offered by the Department	Total Number of Courses Assessed by the Department	Total Number of Course SLOs offered by the Department	Total Number of Course SLOs Assessed by the Department

Academic Year	Total Number of Courses Offered by the Department	Total Number of Courses Assessed by the Department	Total Number of Course SLOs offered by the Department	Total Number of Course SLOs Assessed by the Department

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Instructional Program Review Submittal Form (Appendix F)

This form is completed and submitted as a cover sheet for the self-study report

Name of the Program ___Educational Technology_____

Date Submitted _____

Scheduled Presentation Date_____

All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle *(circle one)*   Yes   No

Explain any exceptions for non-compliance with curriculum requirements:

_____

The self-study report adequately addresses the following components:

Description of the Program	Yes		No
Course and program content			
Student demographics			
Human resources			
Instructional Improvement	**Yes**		**No**
Teaching effectiveness			
Activities to improve student learning			
Course grading			
Course and program completion			

Description of the Program	Yes		No
Program outcomes			
Core indicators (if vocational)			
Student feedback			
Institutional data			
Other	Yes		No
Strengths and weaknesses of the program			
Opportunities and threats of the program			
Goals of the program			

Self-Study prepared by: _____

Reviewed by (Division Dean): _____

Cerritos College
Instructional Program Review

Instructional Program Review Checklist (Appendix G)

This form is completed by the IPR committee during the review of each program's self-study report presentation (Phase 4)

Name of the Program ____Educational Technology_____

Visitation Date_____

IPR Committee Liaison_____

Evaluation of Compliance with Institutional Requirements	Yes	No
All courses in the program have been reviewed by the Curriculum Committee within the last six year cycle?		
Program is in compliance with guidelines established by the Student Learning Outcomes task force?		
Institutional Data used is current as of the draft due date?		
Program and Primary Data included information which is less than 2 years old?		

The self-study report adequately addresses the following components:

Description of Component

Description of the Program	Yes	No
Course and program content		
Student demographics		
Human resources		
Instructional Improvement	**Yes**	**No**
Teaching effectiveness		
Activities to improve student learning		
Course grading		
Course and program completion		
Program outcomes		
Core indicators (if vocational)		
Student feedback		
Institutional data		
Other	**Yes**	**No**
Strengths and weaknesses of the program		
Opportunities and threats of the program		
Goals of the program		

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Instructional Program Review Approval Form (Appendix H)

Committee Action taken:

Approved ☐   Not Approved ☐

Recommendations: _____

Program Review Chair_____

Explanation for non-approval: _____