



2024-25 ADMINISTRATIVE UNIT PROGRAM REVIEW

UNIT: Teaching and Learning Center

Writer: Kat King, Instructional Technology Coordinator

*****Please submit your completed Program Review to Rajinder Samra by 5pm on Monday, June 30, 2025.*****

STATEMENT OF PURPOSE:

- Review and reflect on the support of student learning, with the goal of assessment and improvement of program effectiveness
- Provide a forum for each unit's findings to be included in institutional planning processes
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements
- Collect information that will contribute to institutional assessment and improvement

Timeframe: This program review reflects on the time period between spring 2024 through spring 2025 and plans through fall 2025.

I. MISSION

A. State the current program mission

The Teaching and Learning Center (TLC) advances Las Positas College's mission by fostering an inclusive, learning-centered, and equity-focused environment through faculty support and innovation in instructional technology. The TLC team empowers educators to design and deliver high-quality instruction across all modalities - including in-person, hybrid, hyflex, synchronous, and asynchronous online formats - through comprehensive training, technical support, and course design assistance. Through these efforts, the TLC contributes to the success of all students - including those from historically underserved populations - by supporting faculty in creating engaging, accessible, and student-centered learning environments that promote degree completion, transfer, career readiness, and lifelong learning.

*note: The TLC mission statement has changed since the last Administrative Program Review in 2021-22 AY to reflect a change in our institutional reporting structure, where LPC's Web Master now reports to the President's Office. If the recent proposal to transform the Teaching and Learning Center into a more comprehensive "Professional Development Center" is adopted by the college, the mission

statement would again be revised to be more inclusive of all the professional development needs of the college, incorporating more support for classified professionals and administrators.

B. The mission of Las Positas College is the following:

Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

Discuss how the program/service area supports the college mission.

The TLC's efforts are critical to our institutional mission to provide an inclusive, learning-centered, equity focused environment. Our work directly supports the professional development needs of faculty, helping instructors identify ways to modernize and innovate their instructional practices to meet the evolving needs of students and align to the expectations of transfer institutions and employers. Our training and expertise supports institutional efforts to meet federal, state, and accreditation requirements related to online accessibility and distance education.

C. List the major functions/duties of your unit.

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| 1. Administer the college's Learning Management System (Canvas) to ensure effective and efficient course delivery. |
| 2. Support the evaluation, adoption, and budgeting for instructional technologies that enhance teaching and learning, including tools for videoconferencing, AI integration, plagiarism detection, online exam proctoring, and "Regular and Substantive Interaction" - a requirement for all DE courses. |
| 3. Provide pedagogical and technical training for faculty integrating technology into their curricula in both on campus and online courses. |
| 4. Provide course design support for faculty delivering distance education courses, including asynchronous, synchronous, hybrid, and hyflex modalities. |
| 5. Provide leadership for the Distance Education Committee's efforts to align college practices with the latest federal and state regulations, such as Regular and Substantive Interaction (RSI) and accessibility standards. |
| 6. Leverage qualitative and quantitative data to evaluate existing practices and identify areas for continuous improvement. |
| 7. Maintain the Online Learning section of the college website to ensure clear, accessible communication for students and faculty. |

II. GOALS AND OBJECTIVES

A. Since the last Administrative Unit Program Review, what objectives, initiatives, or plans have been achieved?

Please note that due to personnel changes since the last time our TLC Program Review was completed in AY 2021-22, this list may not be exhaustive and focuses primarily on accomplishments in the last academic year:

1. Supported the efforts to update our college's compliance with DE accreditation standards. For example, the TLC team

helped complete the “ACCJC Substantive Change” application required for colleges who meet or exceed the distance education 50 percent threshold, (50% of a program, 50% of students, or 50% of courses online).

2. Designed and delivered course-length training to support faculty and student needs, including the new HyFlex training (now up to 120 completions).
3. Designed and delivered regularly scheduled workshops to help faculty integrate new technologies and improve instructional practices. For example, based on an analysis of professional development needs identified in the CCCC FA25 faculty and student surveys, over 80 workshops were offered in the SP25 semester by our local instructional technology team, ed tech partners, and the CVC@ONE team.
4. Co-led conversations and training for faculty and staff related to the rapid rise of generative artificial intelligence.
5. Implemented a new calendar tool to better promote and solicit feedback on workshops designed to help faculty engage students with instructional technology and upskill teaching practices.
6. Delivered workshops and support for students new to online learning.
7. Increased student success rates in distance education courses by 2%.
8. Coordinated with faculty leading Guided Pathways efforts to provide wrap-around support to students within Canvas through regularly scheduled global announcements, the Student Support Hub, and the Academic + Career Pathways Canvas shell.
9. Partnered with faculty to implement Blueprint courses to standardize and scale the delivery of high-quality courses in our Math Department and Honors Program.
10. Co-led ongoing efforts to complete the final phase of our partnership with the California Virtual Campus (achieving “teaching college” status).
11. Improved the accessibility of web materials on Canvas through targeted data analysis and training.
12. Partnered with Tutoring Center Coordinator to assist in providing online tutoring to students through our Tutorial Center and in Canvas through NetTutor and a new student TA role.
13. Supported the transition to Common Course Numbering, creating student-facing tutorials and employee guidance.
14. Supported the transition from the on-campus bookstore to a virtual bookstore integrated into Canvas, ZTC efforts, and other efforts to comply with AB 607 guidance from the CCCC.

B. Major Goals and Objectives from Summer 2025 through Fall 2025.

| Major Goals and/or Objectives | Start Date | Status: Ongoing, date completion anticipated | Need Assistance in order to complete goal or objective (reference applicable resource request page) | Educational Master Plan (EMP) Goals or Planning Priorities linked to this Goal/Objective |
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| 1. Successfully carry on the business of the DE Committee during the DE leadership transition. | FA24 | Completed | | A1, A2, A3, C3, C4, D1, D4 |

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| 2. Reestablish the Peer Online Course Review program. | FA 24 | Ongoing | Work is in progress to revise our local POCR training materials and program. The TLC team is working to identify a funding source to compensate instructors and reviewers for participation in this program. (See request for staff and PD funding. | D3, D4, E4 |
| 3. Monitor web accessibility via the Pope Tech Dashboard, improving accessibility of materials on Canvas. | FA24 | Ongoing | The TLC team worked in conjunction with the DE Committee to regularly evaluate accessibility errors in Canvas and used this data to provide targeted training to reduce most common errors, such as empty links and color contrast errors. Total errors were reduced 62.09% percent from FA 24 to SP 25, but additional training efforts will be needed to align with stricter web accessibility standards coming in 2026. Additional assistance may be needed to reach full compliance – for example, through dedicated time on College and/or Flex Day and other coordinated efforts to encourage college-wide training. | A2, A3, C4, D3, D4, D5, D7, E2, E4 |
| 4. Continue to coordinate the transition to New Quizzes and other technologies that impact Canvas. | FA23 | Ongoing | The TLC team partnered with the DE Committee and our partners at Chabot in ongoing evaluation of new Canvas tools like New Quizzes and Discussion Checkpoints, facilitating training online and on campus to help faculty prepare for changes and minimize disruption to | D3, D4 |

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| | | | students during periods of transition. As technology is ever evolving, this will be an ongoing need supported by the TLC team in future academic years. | |
| 5. Decide which AI tools to be integrated into Canvas. | FA23 | Ongoing | The TLC team helped lead pilots of 2 AI tools in conjunction with the California Community College Chancellor's Office – PlayLab AI in Fall 2024 and Nectir AI in Spring 2025. Both tools received positive feedback, but no single tool has been identified for ongoing systemwide implementation at this time. We expect a need to participate in additional pilots in the coming academic year and may need to identify a funding source for AI tools in the near future. (See request for technology and PD funding.) | C4 |
| 6. Collaborate with the Academic Senate AI workgroup to lead critical listening sessions and conversations around the emergence of generative AI, creating a new resource page for faculty and promoting regularly scheduled AI trainings. Collaborated with local high school leaders to help align AI efforts and practices with our feeder schools. | FA25 | Completed, with need for ongoing efforts | Generative AI is advancing more rapidly than many in education feel equipped to keep up with. (See conference and PD funding request, which would support our efforts in this area.) | D1, D2, D3 |
| 7. Streamline tracking of DE-related professional development, ensuring deans and department chairs have access to records of which faculty members have completed required training when scheduling. | FA25 | Completed, with need for ongoing efforts | The TLC team created a streamlined master list of faculty who have completed DE training requirements (ex: OCDP, HyFlex, POCR); a need has been identified to further streamline this workflow, digitizing an | D1, D2 |

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| | | | outdated paper equivalency form and process for evaluating equivalency. | |
| 8. Review student success rates by modality; trained DE Committee members to further disaggregate data in their respective areas to assist in scheduling and identify training needs. | SP25 | Completed, with need for ongoing efforts | The TLC team worked in conjunction with our Institutional Research team and DE Committee to review student success rates. While we noted a promising 2% increase in success rates in DE courses, ongoing efforts will be needed to monitor data and train incoming DEC members and others to leverage this data to help determine scheduling and training needs. HyFlex success rates lag behind other modalities, so we hope for ongoing funding for HyFlex training through current negotiations. | D5, E2 |
| 9. Implement a new calendar tool to better promote and solicit feedback on workshops designed to help faculty engage students with instructional technology and upskill teaching practices. | SP25 | Completed, with need for ongoing efforts | Based on an analysis of professional development needs identified in the CCCC FA25 faculty and student surveys, over 80 workshops were promoted with this new system in the SP25 semester by our local instructional technology team, ed tech partners, and the CVC@ONE team. Because the tool is new and training needs are ongoing, we'll need to continue to evaluate this tool and our offered training to meet our campus needs. (See PD funding requests.) | D1, D3, D4, D5, E4 |

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| 10. Provide individualized course design and instructional technology support to faculty. | ? ongoing goal | Completed, with need for ongoing efforts | <p>The TLC team provided support to faculty both on campus (via drop-in or appointments) and online (via email or Zoom per faculty preference).</p> <p>Note: Aug – Oct data is incomplete due to retirement.</p> <ul style="list-style-type: none"> • Nov: 76 • Dec: 147 • Jan: 233 • Feb: 130 • Mar: 184 • Apr: 174 • May: 193 • June: 106 | |
| 11. Support the college gaining “teaching college” status with the CVC. | SP25 | Ongoing | We hope to finalize this project in the summer of 2025 to help boost enrollment by expanding delivery of DE courses outside our normal service area. (See staffing and PD funding requests.) | C1, C2, C4, D4, D7 |
| 12. Amplify awareness of high-quality DE practices, particularly around “Regular and Substantive Interaction.” | SP25 | Ongoing | Through targeted messaging campaigns to faculty and reporting at meetings, we’ve amplified messaging on high-quality DE practices, particularly around federal, state, and local “regular and substantive interaction” mandates. Ongoing efforts are needed to ensure LPC will meet and exceed accreditation standards, aligning with new DE/RSI guidance released by ACCJC in SP25. We plan to | A1, A2, A3, C1, D4, D5 |

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| | | | begin a review of our internal RSI documentation and provide additional training related to RSI in the coming AY. | |
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III. STAFFING

A. Staff Profile

| Position | Staffing Levels for Each of the Previous Five Years | | | | | Anticipated total staff needed | |
|---|---|------|------|------|------|--------------------------------|--|
| | 2020 | 2022 | 2022 | 2023 | 2024 | 2025-2026 | 2026-2027 |
| Administration | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Supervisory | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Classified Staff FT | 1 | 1 | 1 | 1 | 1 | 1 | 2* Assuming implementation of the proposal for a new Professional Development Center and Coordinator. |
| Classified Staff PT | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Confidential Staff FT | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Full Time Equivalent Staff | 1.5 | 2 | 2 | 2 | 2 | 3 | 3 |

B. Staffing Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)

| <p>List Staff Positions Needed for Academic Year: 25/26</p> <p>Place titles on list in order (rank) or importance.</p> | <p>Indicate (N) = New or (R) = Replacement</p> | <p>Estimated Annual Total Cost</p> | <p>EMP Goals or Planning Priorities Linked to Position</p> |
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| <p>1. Professional Development Coordinator</p> <p><u>Reason:</u></p> <p>In the recently submitted proposal to transform the Teaching and Learning Center into a Professional Development Center, the TLC Insight Team identified a need for a Professional Development Coordinator (PDC) to join the existing TLC team, which currently includes one Instructional Technology Coordinator (ITC) and one Instructional Technology Specialist (ITS). Because existing positions focus on faculty training needs related to DE and instructional technology, the team found a new PDC is warranted to help more also meet the professional development needs of classified professionals and administrators. A PDC would work closely with the ITC, ITS, and PD Committee to support the president’s direction, including goals to:</p> <ul style="list-style-type: none"> • engage faculty, classified and administrators to understand the professional development needs of LPC employees to increase overall institutional effectiveness, student retention, success • Support innovation in scaling and systematizing excellent and equitable teaching, service, and support practices • Provide innovative leaders the structures and resources needed to implement and scale support • Support health and wellness of faculty, classified professionals and administrators <p>The TLC Insight Team identified key proposed duties on a Professional Development Coordinator to be:</p> <ul style="list-style-type: none"> • Coordinate activities related to the components of the Professional Development Center • Identify and evaluate quantitatively and qualitatively the professional development needs of the campus. Help identify professional development needs and track the quality of offerings; collect and review data on the effectiveness of meeting needs. • Maintain the center’s website. • Be responsible for the center’s budget. • Help connect individuals with research and literature resources relevant to employee PD interests. • Liase with the Professional Development Committee to organize FLEX Day activities and identify PD workshops to offer. Become a member of the Professional Development Committee. | <p>N</p> | <p>81,329 (SEIU 40, Step 3)</p> | <p>C3, C6, D3, D4</p> |
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| <ul style="list-style-type: none"> • Develop relationships with other professional development committees through the state (e.g. 4CSD and 3CSN). • Administer the online Vision Resource Center for all professional development at LPC. • Liase with the research and planning office. • Make available or provide workshops for career advancement and professional growth. • Serve on other relevant committees, such as the SEA Committee. Report to Academic and Classified Senate. • Supervise a part-time instructional assistant (if supervisory). <p>It may be worth noting that many other colleges in the California Community College system employ a Professional Development Coordinator to help lead campus-wide PD needs. Campus Instructional Technologists typically are already at capacity supporting faculty training needs related to Distance Education, Canvas, Studio, Zoom, Turnitin, Proctorio, Pronto, Hypothesis, and other critical ed tech, in addition to the many technical demands of administering the college Learning Management System.</p> | | | |
| <p>2. Peer Online Course Review Lead</p> <p><u>Reason:</u></p> <p>According to our last contract, a Peer Online Course Review Lead is currently provided a small stipend for each course reviewed in our Peer Online Course Review program. It isn't clear what funding will be available to support this work in the pending contract, and because a Peer Online Course Review Lead typically takes on work beyond the review of courses – including attending mandatory quarterly training sessions provided by the CVC and providing professional development training to faculty participating in POOCR/aligning an online course to the CVC Online Course Design Rubric, now would be a good time to bring LPC into alignment with practices at other California Community Colleges, where the Peer Online Course Review Lead is structured as a faculty release time position.</p> <p>Because the CVC rubric is undergoing substantial changes in the coming academic year and our current program has struggled to succeed since having lost grant funding for a POOCR lead, designating this as a specific faculty-release position would greatly support our commitment to badging LPC online courses as high-quality on the CVC Exchange.</p> | N? | 24,000 (20% release time) | A1, A2, A3, C1, C2, C3, C4, D3, D4, D5, D7 |

IV. FACILITIES

A. Facilities Needs

FACILITIES NEEDS

| List the Facilities Need and the Reason | EMP Goals or Planning Priorities Linked to Position |
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| <p>1. Redesign of Teaching and Learning Center into “Professional Development Center” <u>Reason:</u> The TLC Insight Team, in the proposal to establish a new Professional Development Center, found a need to transform the current Teaching and Learning Center, which focuses on faculty support, into a more inclusive “Professional Development Center” that would serve not only faculty, but classified professionals and administrators. This proposal reconfigures rooms 2410 and 2412 to include additional office space for staff supporting the center, employee workspace, a lounge area, and space for conducting small or larger group training.</p> | <p>C3, C4, C6, D3, D4; also linked to new proposed PDC position</p> |

V. TECHNOLOGY AND EQUIPMENT

A. Technology and Equipment Needs

TECHNOLOGY AND EQUIPMENT NEEDS

| List the Technology and Equipment Needs Place titles on list in order (rank) or importance. | Indicate (N) = New or (R) = Replacement | Estimated Annual Total Cost of Ownership | EMP Goals or Planning Priorities Linked to Position |
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| <p>1. AI Innovation Funds <u>Reason:</u> The Teaching and Learning Center would greatly benefit from additional technology/software funding to be able to better participate in pilots of AI tools. Having additional funding available for small pilots of emerging technologies would help the college stay relevant with rapidly changing educational and industry standards.</p> | N | \$1,000 | C4, D1 |
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VI. PROFESSIONAL DEVELOPMENT

Professional Development Needs

| <p>List Professional Development Needs. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a direct cost, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.</p> | Annual TC | | | <p>EMP Goals or Planning Priorities Linked to Position</p> |
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| | Cost per item | Number Requested | Total Cost | |
| <p>1. Conference funding <u>Reason:</u> Because the Instructional Technology Coordinator, Instructional Technology Specialist, and proposed Professional Development Coordinator oversee much of the professional development needs of the college, it is crucial to stay informed of best practices and innovation. The TLC currently has enough conference funding for one staff member to attend the Online Teaching Conference each year. Additional funding is needed to ensure each team member can attend conferences each year. Ideally, the TLC team could attend additional conferences, such as conferences dedicated to Artificial Intelligence, to better support the needs of faculty and staff.</p> | 1,500 | 2 | 3,000 | C4, D3, D4, E4 |

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| <p>2. Peer Online Course Review funding <u>Reason:</u></p> <p>Through its partnership with the California Virtual Campus, LPC made a commitment to ensure high-quality online course design by creating its own local Peer Online Course Review Program, supporting faculty members in aligning an online course to the CVC Online Course Design Rubric. Instructors who complete this process have courses badged and promoted as high-quality on the CVC Exchange and typically see higher enrollment and success rates across demographics.</p> <p>LPC created its local POCR program through grant funding and a previously negotiated MOU, but this funding has since been exhausted. Because this professional development involves a substantial amount of work, including on behalf of the TLC team, the instructor badging their course, and a POCR Lead and Reviewers, all work has currently been paused without an ongoing funding model.</p> <p>Reliable, ongoing funding is needed to reinstate our POCR program, meet our commitment to the California Virtual Campus, align with practices at community colleges systemwide, increase our online success and retention rates, and align our efforts with the strategic direction of the California Community College Chancellor's Office.</p> | 1,200 | 10 | 12,000 | D3, D4, D5, E4 |
| <p>3. Generative AI PD funding <u>Reason:</u></p> <p>Generative AI is rapidly transforming education, much like the calculator and the internet transformed classrooms in previous times. Our faculty will need training in what generative AI is, how it is used in industry, and how best to leverage AI to support the evolving needs of students and their future employers.</p> <p>Because we have a large percentage of part-time faculty who are not typically compensated for work outside of direct instruction, we would greatly benefit from funding to pay part-time faculty an hourly rate to participate in an AI Community of Practice in AY 25/26 and/or AY 26/27. This AI COP could be led by the TLC team and would help instructors better understand, evaluate, and implement AI tools to ultimately support student success and persistence. Because leveraging AI can help</p> | \$390 (6 hours of PD compensated at \$65 per hour F rate) | 60 (for a cohort of 30 in the fall and spring term) | \$23,400 | C4, D1, D3, D4, E4 |

personalize and target support, training like this has the potential to help us meet our equity goals to better serve students from traditionally underserved populations.

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