# CLASSIFIED & ADMINISTRATIVE POSITION REQUEST
# 2019-2020

**Requester Name:** Scott Vigallon

**Division Name:** Academic Services

## SUMMARY INFORMATION

**Title of Position Being Requested:** (Note: Please also attach a current or proposed district job description)

Instructional Technology Specialist

**Position Will Reside in Division/Unit:**

Academic Services

**Indicate To Whom this Would Report:**

Instructional Technology Coordinator

**Indicate if this position or a similar position has been presented to RAC previously and in what years:**

Possibly in 2006

**The position is:**

◯ **New**

      Number of Hours per Week: _____

      Number of Months per Year: _____

● **Increase for an existing funded position**

      **From:** ◯ 9    ◯ 10    ◯ 11 Months

      **To:** ◯ 10    ◯ 11    ◯ 12 Months

      **OR**    From: 62.5 %   to   100 %

      **Name of Person Currently Holding Position:** Wanda Butterly

◯ **New Categorically funded position (information only; position not ranked)**

      **Number of Hours per Week:** _____

      **Number of Months per Year:** _____

# SECTION 1: PROGRAM NEED

**What key responsibilities would this person assume?**

This position already trains and support faculty using technology for instructional purposes. This includes the area of helping faculty create content that is accessible to students with disabilities in Canvas. The need in both areas has increased recently when LPC began automatically creating Canvas shells for every course offered in the class schedule beginning in Fall 2019. For comparison purposes, there were 749 classes in Canvas in Fall 2018, and there are 1,226 in Canvas in Fall 2019.

Perhaps more importantly, the position will perform the critical task of reviewing online courses for ADA-compliance. In Summer 2019, LPC reviewed its first 3 online courses for alignment to the OEI Course Design Rubric, in which an entire standard (Section D) is dedicated to web accessibility. With the college's inclusion in the OEI Consortium, dozens more courses will be reviewed. Aside from existing online courses, additional courses will come from a CTE Pathways Grant awarded to LPC, as well as courses belonging to online certificates to come from SCFF grants. There will be 10 courses to be reviewed from the CTE grant and an estimated 40-45 courses coming from SCFF grants.

In addition to OEI course review, LPC is instituting a non-OEI course review process beginning in Fall 2019 that will review courses created by faculty teaching online for the first time. Criteria for this process also includes web accessibility checks. As with the OEI review, this person will perform these checks. For Fall 2019, there are 8 courses that need to be checked.

For all of the above courses, once this person finishes her reviews, she then has to work with faculty to remediate any issues. The OEI has stated that most issues in course review center around web accessibility. That was confirmed after LPC reviewed its first 3 courses.

Reviewing courses for web accessibility is rooted in federal law: The Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. § 749d). This legislation provides the underlying mandate for designing courses that are accessible to students with visual, auditory, and physical impairments, as well as students with information-processing differences.

**List other Personnel in the Unit (i.e. with shared or similar responsibilities):**

The Instructional Technology Coordinator has a somewhat similar responsibility in his job description, but his duties are also increasing due to the advent of the OEI and non-OEI course review processes. During the OEI process, he is responsible for helping faculty remediate content that was not deemed to be aligned with Sections A-C (Content Presentation, Interaction, and Assessment) of the OEI Course Design Rubric. During the non-OEI process, he is responsible for helping faculty remediate any non-web accessibility issues. This is in addition to his various duties, which include coordinating the college DE program, administering the Canvas system, training faculty to design and develop online courses, conducting workshops, etc.

**Give a historical perspective of the changing demands on your unit's staff over the past 3-5 years (refer to your program review relating to human resources.)  You may use narrative or relevant data.**

For several years, the Instructional Technology Specialist position was full-time, but the person in that position did not always have enough work to do to justify 40 hours a week. At the time, even though ADA-compliance was a federal law, it was treated as optional at LPC because it was not in the faculty contract (and still isn't) and nobody ever checked for compliance. Therefore, when a vacancy occurred, it was determined that general support duties did not constitute a full-time position, so the hours were decreased to 25 a week.

However, this decision was made before the College's OEI responsibilities were known. Now, with the increased workload due to OEI course review, non-OEI course review, and every course in the schedule put into Canvas, those extra 15 hours are imperative.

**And/or provide additional information supporting a need for this position and resulting impact on students or program:**

Recent changes in Title 5--specifically § 55200 through § 55208--includes several references to making DE courses accessible, including: "… instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d)." Also, the CCC Information and Communication Technology and Instructional Material Accessibility Standard, released by the state Chancellor's Office in June 2018, states that it is "the responsibility of local districts to ensure compliance with all applicable accessibility requirements."

Legally, the college/district can be sued if instructional materials are not accessible to students with disabilities. For example, on July 22, 2019, the United States District Court Central District of California found that the Los Angeles Community College District discriminated against blind students in how L.A. City College provided them educational textbooks, web sites and in-class materials. LACC was ordered to, among other things, ensure that its web site and all other educational or instructional web sites available to its students be accessible to blind students.

The resulting impact of increasing the hours of the Instructional Technology Specialist position is that the college will move closer to having ALL students gain access to ALL instructional materials.

# SECTION 2: STUDENT LEARNING AND SUCCESS

**Explain how this position will contribute to and/or support student learning and success:**

When instructors design online courses that are accessible to students with disabilities, they are using the principles of Universal Design for Learning (UDL). The benefits of UDL extend to all students because of their varying learning styles, preferences and abilities. For instance, captioning a video, obviously, allows a deaf student to read what he can't hear. It also improves comprehension for all students by giving them another modality to absorb the content. Also, by providing textual content with proper heading styles, instructors are allowing screen-reading software to read the text to visually impaired students in a meaningful way, while making the text more user-friendly to sighted students.

As our courses are built with UDL in mind and become ADA-compliant, the more equitable they will be to our disabled student population. The Instructional Technology Specialist, by providing faculty training and support in this area, helps to promote equity among our DSPS students and keeps them on their pathway toward accomplishing their educational goals.

**Explain how this position will have a positive impact on Accreditation or strengthen the college's adherence to the ACCJC standards:**

Standard II.A.7 states: "The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students." As mentioned above, Universal Design for Learning (UDL) benefits all students, including the disabled, helping LPC to meet equity requirements. This position is key to the effort.

Standard II.C.3 states: "The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method." This position supports Canvas, which includes student support services tools like NameCoach, NetTutor, and the Quest for Online Success student readiness course.

Standard III.C.4 states: "The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations." This position trains and supports faculty and staff using Canvas as a whole and making content accessible in particular. It also provides support to students with technical problems.

# SECTION 3: LPC MISSION AND PLANNING PRIORITIES

**LPC MISSION STATEMENT:**

LPC is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

**LPC PLANNING PRIORITIES:**

- ❖ Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
- ❖ Provide necessary institutional support for curriculum development and maintenance.
- ❖ Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.
- ❖ Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

**Indicate how this position supports the College's mission and/or planning priorities:**

This position supports the College's mission by increasing inclusiveness as more students--particularly DSPS students--have access to course content. This, in turn, increases their educational opportunities and helps them meet their educational goals.

This position also supports all three of the College's planning priorities for 2019-20:

1. By providing support in how classes are designed to benefit all students, by supporting a Canvas system that provides equitable access to students at a distance, and by training faculty and staff to use Canvas and make content accessible to students with disabilities, this position helps the College meet accreditation standards II.A.7, II.C.3, and II.C.4, respectively. Additionally, by checking courses for accessibility issues before working with faculty to remediate them, this position is working within course review processes to integrate ACCJC standards throughout the campus structure.

2. The more this position works with faculty to create accessible course content, the more the knowledge base and appreciation for helping students with disabilities is expanded. As faculty see these students succeed, their sense of urgency about moving toward equity will be heightened. As all of this is done, the College's capacity to resolve inequities is increased.

3. The basis behind the new OEI and non-OEI course review processes is to create quality online courses that will increase student success and completion. The role of the Instructional Technology Specialist in this is to work with instructors to specifically increase success and completion by students with disabilities. Therefore, this position provides needed academic support for faculty and removes barriers for students. This position also supports focused professional development across the campus by training during Teaching and Learning Center workshops and on Flex Days.

# SECTION 4:  PROGRAM OUTCOMES, INITIATIVES, and PLANS

**Please check one.**

[✓] This need was described explicitly in a Program Review (Year 2016-17     ).

[ ] This need was implied in a Program Review (Year_____ ).

[ ] This need was not included in a Program Review, but has become a need since that time.

**Explain, including language from Program Review (if available):**

In the TLC's last Program Review, this was written in the section under Staffing Needs:

"Instructional Technology Specialist – full-time for 2018-19
Reason:
The college's 24x7 support license with Canvas expires at the end of Spring 2018, which corresponds to the full-time move to Canvas. Support needs are anticipated to grow significantly by then. This person should also handle all video production and web accessibility needs, which are two areas the college is currently lacking."

Since the above was written, the needs for video production have decreased while the needs for web accessibility have increased. Video production needs have decreased because the TLC no longer has a studio to produce and edit video and because more faculty are using their mobile devices to create video to post in classes. The Instructional Technology Specialist does work with faculty to use the 3C Media app in Canvas to get those videos captioned.

Two of the TLC's major goals and objectives from its last Program Review were: "Continue the transition from Blackboard to Canvas" and "Continue the transition to the Online Education Initiative." The transition from Blackboard to Canvas has been completed, but as mentioned earlier, LPC implemented a new process for Fall 2019 in which every class in the Schedule of Classes was given a Canvas shell. Because of this, support needs have increased, particularly in the area of web accessibility due to the fact that content in all classes--not just Distance Education classes--have to be ADA-compliant. Also mentioned earlier are the new processes within the Online Education Initiative that all courses going through course review have to pass Section D on web accessibility of the OEI Course Design Rubric. This position is responsible for Section D. The responsibilities of meeting Section D are growing and will continue to grow as more faculty volunteer their classes for course review and as courses in the CTE and SCFF grants are required to undergo course review.

## SECTION 5:  SAFETY (if applicable)

**Explain how this position will improve safety on campus or within your unit:**

Since this position supports online learning, many students will be off-campus while completing their course work. In the case of an on-campus emergency, such as a fire or active shooter, these students will not be affected. Overall, with students being off-campus, the load on Campus Safety personnel is decreased...not just for emergencies, but for lesser issues like theft, parking lot accidents, etc.

## SECTION 6:  COSTS*

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|---|---|---|
| **Estimated Increase or Proposed Annual Salary Cost:** | $ | 22,793.00 |
| **Estimated Benefits Cost:** | $ | 12,536.00 |
| **Total Cost for Position:** | $ | 35,329.00 |

**NOTE:** Full Time = 20-40 hours per week or 50% - 100%
Regular Hourly = 18 hours or less per week (<50%)

*Costs: For accurate costs, contact the College Administrative Services Technician in the LPC Office of Administrative Services at SDavidson@laspositascollege.edu*

## SECTION 7:  SIGNATURES

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|---|---|
| _____ | _____ |
| **Requester** | **Date** |
| _____ | _____ |
| **Division Dean/Unit Administrator** | **Date** |
| *[signature]* | *Signed before deadline* |
| **Vice President** | **Date** |
| *Sharon Davidson* | |
| _____ | _____ |
| **College Administrative Service Technician** | **Date** |