De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | **Online Education** |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | The Online Education Center aims for students to use our resources to take technology-mediated courses, for faculty to be able to develop and facilitate technology mediated courses, and for classified staff to be aware of the services offered by the center to support the college mission.  The center connects with the institution’s core competencies in the following ways:  **Communication & Expression:** Online courses allow students another venue to express themselves and in ways that may not be possible in a traditional classroom.  **Information Literacy:** Using appropriate resources and technology to further broaden their understanding of research and evaluate information.  **Wellness & Personal Responsibilities:** With virtual teams and collaboration taking center-stage, particular in light of the global pandemic, our center trains on and advocates for the use of online collaboration tools and platforms.  While the above 3 are highlighted, as the Online Education Center supports any technology-mediated instruction in classrooms, even on-site ones, we ultimately support the entire college and its mission. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | **Learning Resources/Academic Services** |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | **N/A** |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | **Not applicable**. |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | **Not applicable**. |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | **Not applicable**. |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | **Not applicable**. |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | **Not applicable**. |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | **Not applicable**. |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | https://www.calpassplus.org/LaunchBoard/Home.aspx |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | **Not applicable**. |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | **Previous APRU: 5000**  **Current APRU: 465 (120)**  The previous APRU number was skewed as it represented duplicated faculty requests rather than individual faculty. As a result, faculty who showed up to open labs repeatedly or required one than more meeting may have been counted more than once.  The current number is based on 2020-2021 being a full year of remote instruction and drawn from the total number of Full-Time Equivalent Faculty noted in the Faculty Workload data sheet for the college: Meaning that all faculty were supported at some point by the online education office, whether it was direct support, sending notifications to activate Canvas shells, or training materials and accessing the faculty resource hub.  The 120 highlighted above speaks directly to the number of faculty who went through Canvas certification training during the 2020-2021 year. |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | **Previous APRU: 2300**  **2020-2021: 25809 (700)**  The previous number was arrived at by tracking the e-mails and phone calls directed to the instructional designer, instructional associate, the faculty coordinator, as well as walk-ins to the office.  The current number is split into two areas: 25809 is the total unduplicated headcount of students. Given that the campus had shifted to remote instruction entirely for that year, this number reflects the people broadly served by the Online Education Office.  The 700 number is based on help-desk ticket requests recorded by the instructional associate. |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | **Previous APRU: 200**  **Current: 125 (estimated)**  Previously, this number was based on direct requests to the instructional designers as well as classified staff and programs that maintain an individual Canvas page.  The current number is an estimate based on numbers from Canvas certification and trainings held specifically for classified staff, in addition to the sub accounts for student services that were created and maintained by Online Education. |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | **Previous APRU: 82.4**  **Current: 280.6** |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | 0 |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | **37.2%** |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | **3** |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | **No changes.** |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | Over the past 3 years online enrollment has seen a steady increase. This amount skyrocketed at the end of the 2019-20 and throughout the 2020-21 academic year due to the COVID pandemic, which forced the majority of instruction (save Allied Health and certain CTE courses) completely online. Because of this, data for this year will appear to be skewed and show outsized gains.  Rather than decrease enrollment, the Online Education Center is instead focused on maintaining current enrollment trends through faculty development and training to ensure continued instructional quality. Open Lab hours were expanded between both instructional designers and the faculty coordinator. The OnlineU training model is in the process of being revised to accommodate this new mode of instruction. The office is exploring Learning Tool Integrations (e.g. Pronto) to enrichen the online environment. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | Enrollment numbers across target groups has held mostly steady across the past 3 years: Filipinx and Pacific Islanders have held steady at 5% and 1% respectively. Latinx populations have seen a small increases from year to year (23% in ’18-19; 24% in 19-20; 25% in 20-21). The African-American population has decreased by 1% to 4% in 20-21.  The decreases are reflective of overall trends in the Bay Area, with the African-American population within the area increasing. A shift to fully-remote instruction may explain the steady increase in the Latinx population as access has been expanded.  The Online Education Center is aiming at partnering with the office of professional development to improve training around more equity-centered practices in online instruction to maintain the gains we’ve received in certain populations while halting the losses experienced in others. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | Overall success rates were slowly increasing over the three year period before seeing a significant increase in 2020-2021. Once again, the shift to primarily remote instruction can be a factor here, as success rates in that year reflect nearly -all- success rates college wide so 2020-21 may be seen as an outlier. However, we can attribute an increase in success rates during the previous two years to the following:  **Increased Faculty Expertise:** Canvas remains a much more user-friendly tool compared to the previous learning management system and more widely adopted. Additionally, the LMS is widespread, meaning that adjunct faculty at other campuses have more opportunities to build proficiency.  **Changes in Training:** Cohort-based training program (OnlineU) structured around the CVC-OEI rubric gave more faculty clear standards of online instruction. While cohort size was limited, there is a growing faculty interest here.  **Larger Online Offerings:** Pre-pandemic, De Anza’s online offerings were increasing, giving faculty more experience in this modality. During the pandemic, offerings of both synchronous and asynchronous offerings increased, forcing faculty to acclimate to a new modality.  In order to maintain current success rates the office will continue to assess training needs and develop appropriate learning interventions contingent on faculty need. Additionally, establishing partnerships with the Office of Professional development will help expand the office’s reach. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | Over the last 3 years, the disproportionate impact has lessened for most by a small margin. Only Latinx has held steady at 11%, even after the shift to remote instruction. The impact remains highest for African-American students and low income students (who actually say a slight *increase* over the past 2 years). Curiously, non-binary students showed up in the disproportionate impact (-10) in 19-20, but were not represented in subsequent years.  The shift to entirely remote instruction, which was brought upon by the pandemic, are factors here. While online instruction is flexible and allows students with work or family obligations to enroll, it does not resolve issues surrounding a support structure within the class, access to technology (high speed internet; a laptop), or erase economic issues. Due to the campus being closed, many students lost access to quiet study spaces, stable internet, and even a community of peers.  A further development of the instructional and student resource hubs can play a part in this, which the Center already took in in 2020. However, making students aware of these resources through faculty is another step in the right direction. |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) |  |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | No groups that are focused on in particular, though the center is also mindful of Veterans and non-binary students. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | When the COVID-19 pandemic hit in early 2020, the Online Education Center immediately pivoted and took on the task of onboarding the entire campus over to Canvas. While Canvas had a larger installed base than Moodle (the previous LMS), there were still numerous faculty who had never used, or only used it in a limited capacity.  To this end, the department overhauled the website and created an instructional resource hub for both experience and newly minted online faculty ( <https://www.deanza.edu/online-ed/faculty/remoteinstruction.html> A student support hub was also created ( <https://www.deanza.edu/online-ed/students/remotelearning.html>)  Furthermore, we partnered with the Professional Development office to give more targeted training surrounding Zoom and synchronous instruction. Online Open Labs were expanded as well to offer tech support to faculty.  These efforts support instruction and work towards the equity efforts: Ensuring that online courses are properly supported, faculty are adequately trained, and technology tools are available lead to a higher quality of courses. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. |  |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | **Professional Development:**  **Departmental Collaborations:** The Center has a strong working relationship with the office of professional development. Partnering with the Office of Equity would be a natural next step in making sure that Online Education remains student centered. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? | **Yes.** |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | **Not Applicable** |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | **Not Applicable** |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | Previously, Internal B Budget money was utilized for minor equipment and supplies for the office, professional development for faculty & staff, as well as any consultant and contractual expenses.  In more recent years, increasing online enrollments and the pandemic have rendered this funding insufficient. There has been an increase in demands from departments across campus for various Learning Tool Integrations in Canvas beyond already supported tools, such as TurnItIn. While being a consortium college with the CVC-OEI allowed funding for certain tools (e.g. Proctorio, Canvas Studio, NameCoach, Pronto) this is not indefinite. In addition, these tools require additional support from office staff to support their functionality.  As a result, while there are now more tools available for online faculty to utilize the office cannot realistically support an increasing demand with its current staffing levels. Furthermore, relying on temporary outside funding is not a sustainable model. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | State funding for select tools, particular ones like Canvas Studio, which allow for easily created course videos and caption editing have been crucial in supporting online students: Particularly in asynchronous classes. Learning Tool integrations for lab sciences have made carrying them on in the early stages of the pandemic possible.  External funding for this sources has made sustaining remote instruction possible, but as noted above, these sources are unstable and present a short-term solution. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | A counselor with specific expertise or knowledge regarding online instruction. An additional faculty coordinator or expansion of the role (e.g. release time) |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | Having a dedicated counselor who is knowledgeable about Online Instruction can help students navigate the system and determine which online classes directly support the students learning needs.  The faculty coordinator position is currently a part-time, additional pay position. With the dean of learning resources position eliminated, the role of the coordinator has expanded beyond its original intent. The hours afforded by an additional pay role are not sufficient to accomplish all of the tasks. |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | Growth – Instructional Designer  Growth – Area Manager/Lead |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | Online Education is currently managed by the AVP of Instruction. As a result, the staff’s ability to respond to faculty and student needs is slower than if a manager was on site and able to dedicate their full attention.  An additional instructional designer would be beneficial as well: While the campus will return to in-person instruction in a larger capacity in the future, the support needed from online education will be significantly higher compared to pre-pandemic needs. As such, a larger staff is needed to meet the needs for maintaining existing training, developing new learning inventions, providing technical support, and supporting additional initiatives that come from the state level. |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | No Equipment Requested |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | No resource for facilities requested |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | No other resources requested: necessary technology tools are being funded through the Systemwide Technology Access Collaborative, but once funding ends Online Education will need to secure funding. |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | Staff development funding currently allows for attending conferences and training that provides a greater context for daily work. Furthermore, the pandemic has moved a large number of professional development events online and at lower costs. External and internal funding is used to cover costs, but providing staff dedicated time to take advantage of the training would help. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | No financial needs identified, but supporting the growth positions noted above would allow staff the opportunity make time to dedicate to the training. |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | Not applicable, as no resources were requested. However, current resources are assessed by necessity (how important is the tool to a course being delivered online), benefit to students, overall cost, required level of support from Online Education, and usage volume. |
|  | Submitted by: | APRU writer’s name | **Thomas Ray**  **Brandon Gainer** |
|  | Last Updated: | Give date of latest update | 5/19/20 |