

# De Anza College - Academic Services Comprehensive Program Review

## A. Department Information

### Mission

Please enter your department's mission statement here.

The mission of the Online Education Department at De Anza College is to empower students, faculty, and staff by providing essential resources and support for online, hybrid, and face-to-face courses integrated with our college's Course Management system. We are committed to embracing educational technology advancements that will promote an inclusive and accessible online learning environment ensuring the success of both learners and instructors.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

Our mission aligns with De Anza College's vision to empower all students. Our department supports the institution's core competencies in the following ways:

Communication & Expression: Students gain an additional avenue for self-expression, enabling them to explore creative and alternative means of communication that may not be readily available in a traditional classroom setting.

Information Literacy: We empower students to harness appropriate resources and technology fostering essential skills for academic and professional success.

Wellness & Personal Responsibilities: Our department places a strong emphasis on training and promoting the effective use of online collaboration tools and platforms. This equips students with the skills they need to thrive in an interconnected world.

Our department is deeply committed to promoting equitable and culturally responsive online teaching practices that foster inclusivity, accessibility, and innovation to help learners advance beyond historic barriers.

### Program Goals

Enter 1-3 goals for your program to be achieved by spring 2027. Each annual reflection will ask your program to report on progress in meeting your goals. Each goal should be aligned to your programs's mission and the college mission. All resource requests and personnel requests should be aligned with your program's goals.

Goal title	Goal description	Responsible parties	Collaboration with	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Understand the requirements of the campus community and cultivate a culture of collaborative decision-making to ensure equity and inclusivity in all our practices.	Establish an Online Advisory committee or subcommittee to foster a collective approach to decision-making that guarantees the effective adoption and seamless implementation of new tools and initiatives. Understand the evolving needs of our campus community in order to enable their ongoing progress and success within the online environment.	Instructional Designers, Faculty Coordinator, Admin assistant, and OELR Dean	Professional Development, Academic Senate, DSPS Division, Institutional Research & Planning, and the Communications Dept.	We will monitor our progress by gathering information from accreditation reports and responses. We will also gather feedback from students and faculty through surveys, focus groups, etc.	By the conclusion of the evaluation period, we will have successfully reestablished the Online Advisory Board in collaboration with the Academic Senate. We will assess our achievements by conducting surveys from both faculty and students. Our progress will also be reflected in ACCJC responses to accreditation reports, where they may mention or commend our advancements in these areas. We will see enhanced participation from our faculty in trainings and decisions that affect the work of our department.
Provide training and support to our online community to ensure the success of learners and instructors.	Provide training to faculty and staff on several areas of online learning including but not limited to: 1) basic Canvas training, 2) course design, 3) Canvas certification, 4) accessibility rules and	Instructional Designers, Faculty Coordinator, Admin assistant, and Dean	ETS, Foothill College Online Department, Professional Development, Library Computer Lab, and Academic Senate.	We will monitor our progress by tracking the number of interactions with students, faculty, and staff. We will keep track of the number of workshops provided. We will also keep track of	We will assess our achievements by having: -all new online instructors certified - an increased number of workshops provided -a increased number of one-on-one consultations -made progress on educating faculty on POQR and

tools, 5) multi-media and resource integrations 6) Regular and substantive Interaction (RSI). We will establish a program of Peer Online Course Reviews for additional support.

courses/instructors who complete the PO CR process.

local implementation -updated training for students -reduced gaps in success rates for traditionally underserved groups.

Embrace and integrate educational technology tools to enrich the online learning experience for both learners and instructors.

There are numerous tools that can seamlessly integrate with Canvas. We will act as curators and guides in implementing these tools, not only to enhance accessibility, universal design, and communication but also to explore innovative practices employing Artificial Intelligence, Virtual Reality, and Augmented Reality.

Instructional Designers, Faculty Coordinator, and Dean

ETS, Foothill College Online Department, Professional Development, DSPS, and Academic Senate.

We will monitor our progress by adopting new tools and receiving positive feedback.

We will assess our achievements by having an increase in online education satisfaction and efficacy including increased participation of faculty in our trainings. Student Success rates in online or hybrid courses will be an indicator of the enhanced experiences, especially for Black & Latinx students whose success rates continue to show gaps. Lastly, we will see an increase in the number of accessible courses and an improvement in instructor-student communications.

## Changes Imposed by Internal/External Regulations/Factors

Are there factors unique to your program that may affect your ability to serve students and employees that people should be aware of? (e.g., program reorganization, loss of personnel, legislative mandates, etc.)

At present, four out of the six members in our department are newcomers to De Anza. We are currently immersing ourselves in the college's culture and procedures as we work toward achieving our objectives.

In compliance with the California Education Code, our accreditation bodies require enhancements to the accessibility of our online courses and regular substantive interactions between instructors and learners. Our department is committed to collaborating closely with the Academic Senate and our upcoming Online Advisory Group to develop a comprehensive training program. This program's purpose is to support our faculty in not only meeting compliance standards but also fostering a strong dedication to delivering a high-quality learning experience for all students. It is worth noting too that this training could become district-mandated. If so, our department will embrace the challenge.

Finally, the rapid expansion of educational technologies and generative artificial intelligence underscores the importance of our department remaining up-to-date on these developments. We serve as curators of these tools, offering guidance to faculty and students who are simultaneously exploring these innovations. This ensures that our educational approach remains forward-thinking and in sync with emerging trends in technology and pedagogy.

## B. Populations Served

### Provide details on the ways in which faculty are served indirectly.

1. Report the number of faculty served indirectly (e.g., opening day presentations, assisting all faculty with Canvas, providing all faculty with access to research materials, etc.) over the full academic year (summer, fall, winter, spring).
2. How does this rate compare to rates in prior years?
3. What trends is your department seeing in regard to the ways in which it is serving faculty indirectly?

1. Throughout the full academic year, our department indirectly supports faculty members. This support extends to those teaching online, in hybrid modalities, or using Canvas as their teaching platform. We support over 1,000-1,100 Canvas courses per quarter; about 400 in the summer. We also have "self-service" resources on our website that faculty can consult 24/7/365. In addition, faculty have access to Instructure Canvas chat support 24/7/365.

2. Notably, the rate of faculty support has remained consistent (1000+) after the COVID-19 pandemic. Prior to the pandemic, we typically supported around 600 courses annually.

3. In terms of serving faculty indirectly, we have observed a shift toward our website and our Canvas training and certification course becoming the primary hub for information. Despite the "return to campus," we anticipate that the number of courses we support will not decline significantly. This is attributed to the evolving preferences of students, who increasingly favor a combination of instructional modalities. Hybrid courses will be very popular as they provide both the flexibility students need and the more structured support from faculty.

## Provide details on the ways in which faculty are served directly.

1. Report the number of faculty served directly (e.g., small group trainings, one-on-one trainings, etc.) over the full academic year (summer, fall, winter, spring).
2. How does this rate compare to rates in prior years?
3. What trends is your department seeing in regard to the ways in which it is serving faculty directly?

1. We provide several direct ways in which faculty can attain online teaching skills. We train and certify an average of 70 new instructors per year including full-time and part-time instructors as well as occasionally a staff member. Certification requires each faculty member to go through a series of trainings and it includes hands-on assignments. Workshops on specific topics and tools are also part of our offerings. Attendance at these workshops varies from 5 to 25 participants. In addition, we provide direct support to all faculty in multiple modalities. Faculty can contact us directly via phone, email, one-on-one appointments, and/or open lab hours. We estimate an average of 800 interactions/questions on an annual basis.
2. Rates have remained steady after the COVID-19 pandemic with Fall 2023 seeing an uptick in new hires.
3. A notable trend in our department's approach to serving faculty directly is the expansion of our support modalities. We are equipped to provide assistance in various formats, whether in-person, hybrid, or online. This enhanced flexibility ensures we can cater to faculty needs more effectively. Furthermore, we anticipate an uptick in inquiries as new tools are adopted and integrated into Canvas, emphasizing the importance of offering dedicated support as these innovations evolve.

## Provide details on the ways in which students are served. If applicable.

1. Report the number of students served over the full academic year (summer, fall, winter, spring).
2. How does this rate compare to rates in prior years?
3. What trends is your department seeing in regard to ways in which it is serving students?
4. Provide details on the ways in which your department provides services to students.

1. Over the full academic year, we have directly served students by providing Canvas support and collaborating with the Library to offer online assistance. As an information hub, we also guide students to the appropriate departments. On average, we engage in approximately 500 student interactions each year.
2. The headcount for online students has remained consistent after the pandemic.
3. A notable trend our department has observed is an increasing number of students who opt to come to campus for their online courses. This shift highlights the need for versatile support modalities, as students now require a wide range of technology assistance, both in terms of software and hardware. We also see that many students work on their mobile phones. This is to be considered when exploring new tools and designing future student trainings with our partners (Library and Student Success Center).
4. We offer students support through multiple channels, including phone, email, and Zoom for remote assistance. Additionally, students have the option to visit the Online Education department in person, where they can receive direct guidance and help with their Canvas-related needs. Students also have access to Instructure Canvas chat support 24/7/365.

## Provide details on the ways in which staff are served. If applicable.

1. Report the number of staff served over the full academic year (summer, fall, winter, spring).
2. How does this rate compare to rates in prior years?
3. What trends is your department seeing in regard to ways in which it is serving staff?
4. Provide details on the ways in which your department provides services to staff.

1. We offer assistance to student support programs and services that have developed their own Canvas shells such as Student Outreach. Through these types of Canvas shells, support programs can distribute information promoting their services and directly communicate with students.
2. The increase in staffing and the acquisition of new tools will allow us to expand services to staff.
3. We expect to see an increasing number of programs and services that will choose Canvas as their platform. Staff understands that we need to meet students where they are so more and more services will be accessible via Canvas. Individual questions are answered through the same paths as faculty, e.g. email, help desk, phone, website, or Instructure Canvas chat support 24/7/365.
4. we offer Canvas Certification to staff so they have the ability to create Canvas shells and develop materials for students.

## Employee Needs

1. What are staffing needs of your department to ensure the program's health, growth and vitality?
2. What strategies does your program have in place to ensure faculty, staff and students are being supported when faced with the current staffing ratios?

2. How do these strategies align with your program's mission and goals?

1. We recently hired a Dean and two Instructional Designers. A Faculty Coordinator focused on Equity in Online Education was hired in January of 2023. At this time, we do not have any other staffing needs.
2. We will continue to track our activities and interactions with all we serve. We may need additional faculty coordinators, instructional aides, and instructional designers in the future. The implementation of a local POCR will allow us to expand our reach. We will work with senior administration for possible compensation for peer reviewers.
3. We feel well-prepared to ramp up training and support initiatives. Our goals were based on staffing that was enhanced in 2023.

## Exploring Course Success Rate Trends

1. Describe how your department directly or indirectly influences student success.
2. What strategies does your department have in place to increase or maintain current success rates?
3. What strategies might be helpful in closing any gaps in successful course completion by ethnicity, if applicable?
4. How do student success outcomes align with your program's mission and goals, if applicable?

1. Our department directly influences student success. We help students attain the skills to navigate our Learning Management System and we provide support when they need additional assistance. Indirectly, the training we provide faculty on Canvas, universal design, accessibility, and RSI will ensure a successful experience for all students.
2. We are currently ramping up our training program with an emphasis on accessibility and student engagement.
3. We believe that promoting and facilitating student-instructor interactions will help close gaps in the success of our underserved students, particularly Black and Latinx students. We will also partner with the Library and ETS to ensure every student has the necessary resources to succeed such as devices and access to reliable internet.

## E. Assessment Cycle

### Administrative Unit Outcomes (AUO) Assessment Cycle

1. Summarize the dialogue that has resulted from AUO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the AUO assessments conducted?
3. How do these strategies align with the program's mission and goals.

1. The last available AUO assessments dialogue touched on the need to better staff the department. This was recently realized in 2023 with the hiring of four new members. Conversations also included the need to understand the campus needs and the need to increase training for faculty.
2. Our goals reflect the results of the AUO assessments. We will increase training and support for faculty and staff. We will implement a Peer Online Course Review program. We will reestablish an Online Education Advisory Group. We will partner with several departments on campus to help us achieve the goals including Communications, Institutional Research & Planning, Professional Development, Equity office, etc. We will also explore new tools that can be integrated into Canvas so that we further support and facilitate instructor and student success.
3. These strategies are in direct alignment with the Online Education Department's mission and goals.

## Dean/Manager Comments

The intention to improve online education is driven by our unwavering commitment to the success of our students, especially Latinx and Black students, who continue to exhibit gaps in academic success rates. We understand that online education can be a powerful equalizer, offering opportunities to a diverse range of students who may have unique needs and challenges. Our dedication to train and support faculty in enhancing the quality of courses is not solely about meeting external and institutional demands, but also about addressing disparities in student outcomes.

We recognize that certain student groups may encounter obstacles that affect their success in online courses. These disparities could be related to socioeconomic factors, varying levels of digital literacy, or personal circumstances. It is our collective responsibility to bridge these gaps and provide the support and resources necessary to help every student thrive in the online learning environment. For us, it starts by supporting faculty.

By guiding faculty to focus on accessibility and on fostering regular substantive interaction, our aim is to create an inclusive online education experience that caters to diverse learning styles and needs. Our goal is to break down barriers and ensure that all students have equal access to the educational opportunities we provide. Moreover, the emphasis on the quality of our courses is not merely a lofty ambition; it's a practical approach to addressing the challenges that some of our students face.

Our commitment to staying updated on the latest developments in educational technology is a testament to our dedication to student success. By integrating the most effective and innovative teaching methods and technologies, we can create more engaging and effective

online courses. This, in turn, benefits all instructors and students, enhancing the learning experience and providing the necessary tools for success.

In the past, our department struggled with staffing and resources to achieve these goals. With our now more complete team, we are eager to tackle the challenges ahead and contribute to the success of our programs.

**STOP. Do not submit. Please notify your dean/manager that your form is complete. They will submit the form once they have entered their comments above.**

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