

De Anza College

Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

Feedback from RAPP has been invaluable as we make decisions to enhance the online teaching and learning experience for both faculty and students. Over the past year, we have made a significant effort to "humanize" online learning by strengthening training programs and increasing requirements for regular and substantive interactions. Recognizing that faculty members have varying levels of digital proficiency, we designed our training to be accessible to all. While those with advanced skills—likely the majority—progressed smoothly, others faced greater challenges. We remain committed to providing ongoing training and support in the years ahead.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

The Memorandum of Mutual Understanding between FHDA and FA on training requirements for Regular & Substantive Interaction marked a significant milestone for our department. As a result, we are now responsible for training 300–400 faculty on RSI within just a few quarters. While this development initially disrupted our plans for the year, we successfully collaborated to design a sustainable and impactful training program. Faculty feedback has been overwhelmingly positive, reinforcing our pride in this achievement and strengthening our commitment to empowering our faculty.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

We take pride in the progress made to date and it is this same progress that is reenergizing to keep going and fully achieve our goals. Here is a summary of our progress towards those goals:

Cultivating a Culture of Collaborative Decision-Making

Over the past year, we reinstated the **Committee on Online Learning (COOL)** and the **Online Advisory Team (OAT)** to strengthen our collaborative decision-making process. COOL's key accomplishments included training members on eLumen, developing faculty guides for completing modality request forms, and approving the reintroduction of POCR at De Anza. While Regular & Substantive Interaction (RSI) remains a central topic, upcoming discussions will focus on AI integration and classroom policies.

Providing Training and Support

We have continued to offer basic Canvas training alongside workshops covering a range of topics, including assessment, accessibility, and video integration. However, our most significant achievement has been implementing RSI training requirements as outlined in the MOU, ensuring faculty are well-equipped to foster meaningful online interactions. We continue to be available to all via email, office hours, and one-on-one appointments.

Embracing and Integrating Educational Technology

While we have made steady progress in adopting educational technology, our priority has been ensuring faculty develop foundational and RSI-related skills before introducing additional tools. So far, we have provided training on Pronto (a communication tool) and PopeTech (an accessibility checker). Moving forward, we plan to continue to encourage our faculty to explore existing tools such as Studio, Summarize, and SpeedGrader before expanding to external tools like Harmonize and Khanmigo tools for educators.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

Our goals are not changing at this time. We will continue to focus on our goals expanding in all mentioned areas.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

Our approved Resource Request and subsequent allocations made a positive impact on making progress toward our goals. Our staff was able to attend relevant conferences and our department's budget supported all of our training efforts.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

While still in the early stages of implementation, RSI training plays a crucial role in promoting equitable practices. Research shows that students thrive when they feel supported and a sense of belonging within our academic community. Increased teacher-student interaction is one of the most effective ways to stay connected with students, understand their needs, and adapt teaching practices accordingly. While comprehensive data is not yet available, we are

confident that this essential practice will, over time, contribute to higher success rates for disproportionately impacted students. Current budget allocations will allow to continue this important work.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	
Method of Assessment of Learning Outcome (please elaborate)	
Summary of Assessment Results	
Reflection on Results	
Strategies Implemented or Plan to be Implemented (aka: enhancements)	

Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

Our commitment to improving online education stems from our dedication to student success, particularly for those students who continue to face academic achievement gaps. We see online learning as a powerful tool for equity, providing opportunities for students with diverse needs and challenges.

Supporting and training faculty is central to this effort—not just to meet institutional requirements for accreditation, but to address disparities in student outcomes.

Many students encounter obstacles such as socioeconomic barriers, digital literacy gaps, or personal circumstances that impact their success in online courses. By equipping faculty with the tools to enhance accessibility and foster regular and substantive interaction, we aim to create an inclusive learning environment that meets diverse learning needs.

Our focus on course quality is a practical approach to breaking down barriers and ensuring all students have equal access to educational opportunities. We remain committed to staying current with advancements in educational technology, integrating innovative teaching methods to create a more engaging and effective online learning experience.

We thank RAPP committee members for their understanding and support of our mission.
