



Cañada College

**COMPREHENSIVE
PROGRAM REVIEW
REPORT**

Distance Education

Program Context

1. Mission

Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

The mission of the Distance Education Program is to increase opportunities for our diverse student population by offering flexible and innovative instruction via technology. In alignment with college goals #1 and #2, the Distance Education Program is committed to meeting the changing needs of our community by supporting the development of online and technology-enhanced learning environments that increase student access, support student success, and address equity gaps through quality instruction, continuous improvement and the elimination of barriers to student success.

Our work in the DE Program is informed by and aligned with our Distance Education Advisory Committee (DEAC) Strategic Plan and our Technology Committee Strategic Plan. We work closely with our ITS, DRC, Library and Learning Center colleagues to continue to provide the most comprehensive technology support we can for faculty, staff and students.

2. Articulation

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

The District continues to offer a license for Proctorio, which is available for faculty whose courses require proctored tests for articulation. The Instructional Design & Learning Team continues to work with faculty on the most ethical and effective ways to use Proctorio in their courses, and is available to help identify alternatives to Proctorio in courses where proctoring for articulation is not an issue.

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

Almost five years ago the COVID-19 pandemic began and we all converted to online instruction and remote work completely. While our modalities and in-person work time have normalized somewhat, we continue to offer the majority of our sections in online modalities, and synchronous instruction remains a popular modality. Our students continue to require flexible, accessible education options that allow them to balance education with work and personal responsibilities. Since we seem to be maintaining a high online course offering, its imperative that we continue to focus our efforts on continuous quality improvement of our online courses, so that students are able to be successful regardless of the modality they choose the learn in.

Likewise, there is a growing need for skills in digital literacy, particularly in remote work and online communication platforms. Employers are increasingly looking for candidates who are adept in using technology to complete tasks in the workplace, collaborate virtually, and manage in-person work with virtual materials. Our online courses need to offer students success in their coursework and effective practice and improvement of technology skills.

With all of this increased use and reliance on technology in the collaboration and education spaces, technology is advancing at a rapid pace. The Instructional Technology & Design Team, our campus hardware and software, and our online learning environments, must advance and improve along with the pace of technology in order to remain in alignment with employer standards and expectations, and to remain up-to-date with our students' technology needs.

Program Review

Looking Back

4. Curricular changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

Online Enrollments

We focused on the changes in enrollments by modality across the college and within each division between 2018-2019 (our last academic year not impacted by the COVID-19 pandemic) and 2023-2024 (5 years after the onset of the pandemic). We wanted to look at this comparison to gauge where we're at now (post-pandemic) and also what our additional online teaching training efforts over the last 5 years have resulted in.

Enrollment By Modality	2018-2019	2023-2024
Face to Face	68%	35%
Hybrid	7%	16%
Online	26%	38%
Synchronous	0%	10%

Even 5 years after the pandemic, we are consistently seeing higher online enrollments across all of our online modalities. Our synchronous modality, created for use during the pandemic, continues to be offered consistently.

The New [RSI Rubric](#) (ACCJC)

Timeline:

- Pilot (Fall 2024)
- Full implementation (Spring 2025)

The RSI Review is a two-semester process that begins after the submission of ISER (due December 2025 for Cañada). ACCJC will ask for a random sample of 5% of our online course sections (SYN + ASYN). Their peer review team will assess those and make a report. At least 85% of these sections need to fulfill the rubric criteria. If this doesn't happen, there will be a second round of reviews on an independent sample of course sections.

After the rubric is finalized, we will be communicating with our online faculty and guiding them to align their courses. Both Spring 2025 Flex sessions will have workshops faculty can attend.

5A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

- 4 - We provided a more detailed picture this year of the status of DE as an instructional program.
- 6B - The reviewers wanted to see more detail on the impact of staffing changes and what staffing requests could address. We included more detail in 6B and in our resource requests.
- 7C - The reviewers wanted to see more information about faculty recruitment and training. Happily, we have more to share in the area and we've included that information in this document.
- 8C - The reviewers wanted more comparative data for our online success, so we went into much more detail this year.

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5B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review.

Goal 1 - Provide DE Faculty Tools & Resources for Quality Online Instruction

- We are currently working on adopting licenses for Padlet, ScreenPal and Slido. We have received quotes for all of these tools and prioritized them within our department.
- Website & Repository Project - We are in the process of consolidating our website presence and enhancing our Teaching Resource Repository. Our goal is to make teaching resources easier to find and navigate for faculty.
- Number of Cañada faculty completing (or participating in) QOTL in 2024

	QOTL 1	QOTL 2
Spring 2024	10	3
Summer 2024	5	6
Fall 2024 (ongoing)	12	5

- Creation of QOTL-E: During 2024, a workgroup of district DEAC designed a new course in the QOTL series, QOTL-E, where E stands for Essentials. QOTL-E is a self-paced supplementary resource to teaching with the Canvas LMS across modalities in the San Mateo County Community College District. This resource will better prepare faculty for completion of our online teaching certification sequence, Quality Online Teaching and Learning (QOTL).

Goal 2 - Broaden DE Course Offerings to meet the needs of Cañada College students

- As mentioned in question 4, we have begun reviewing enrollment and success data comparing our pre-pandemic numbers to where we are now. The goal is to use this comparison to help guide our work in faculty outreach, training offerings and survey administration (collecting specific feedback on synchronous modality offerings).

Goal 3 - Continue & Strengthen our Local POQR Program

- During the academic year 22-23, Cañada's certified POQR reviewers formed a workgroup that entered the CVC's certification process called the POQR Capstone. This two-semester process awarded Cañada College with the Local POQR Certification. The Cañada POQR team can now review courses *via* the Local POQR Process. At the process completion, such courses receive a quality-reviewed (QR) badge, internally, without the CVC's supervision. QR courses are entered into the CVC Course Exchange and will eventually become available for statewide enrolment, pending Home & Teaching College Initiative approval (in progress).
 - The Local POQR Process involves two independent reviewers and the Accessibility Specialist (Instructional Designer). At the end of it, the course is aligned to the CVC-OEI rubric.
 - Since receiving certification, we QR-badged ten (10) Cañada online courses and planning to add 3 additional ones every new semester.

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- The POCR team is currently working on completing the POCR website and resources for reviewers. We are also recruiting faculty to join the team, either via *de novo* certification, or previously-certified faculty who come to Cañada from other colleges.

Goal 4 - Build a Complete & Effective DE Team

- We FINALLY added an Instructional Designer role to our team. We are working to define that new role and what it looks like for our college as this only our second year with that position. So far we've seen an increase in faculty's access to teaching support, course review feedback and a broadening of support offerings from the Instructional Technology & Design Team.
- We were also able to fill our Instructional Technologist role in May of 2024, so we are now back to our full team. Being able to collaborate across the two positions of Designer and Technologist is bringing many new opportunities for faculty support and increase availability for support consultations.
- We also welcomed a new Dean to our team who has helped us to build up this new team and lay a strong foundation of communication and collaboration. We are excited to continue working and growing together as a team.

6A. Impact of Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved. What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?

- *QOTL & POCR Funding* - We received funding to continue offering online teaching training to faculty through QOTL 1 and 2, and to continue to review our online course through the Peer Online Course Review process. On average, 25 faculty complete QOTL 1 or 2 each year. Since POCR's inception in the Spring of 2023, we have reviewed and badged 10 courses and have 3 courses currently under review this semester (Fall 2024). We've recently adopted more of an outreach model to collect faculty training data and invite faculty to sign up for the appropriate training. We are also working on clarifying for faculty all the way that online teaching re-certification is possible to be sure that these funds are used responsibly.
- *ScreenCast-O-Matic License* - We received funding for a renewal of ScreenCast-O-Matic license (now ScreenPal), but the license was not renewed. We are currently working on redoing our ScreenPal license.
- *Padlet License* - We have been approved to use department funds for our Padlet license and we are currently working on getting that purchased.
- *New Space & Training Room in B13* - With the update to Building 13, we now have space for our team to have offices near one another and near our training room, 13-337. We are still working out how best to use this room and continue to use it as often as we can to offer technology trainings, meetings and consultations.

6B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."

The impact of resources, particularly staffing and support, has been significant for the program. Initially, the lack of sufficient resources during the pandemic created a major bottleneck, as the program was unable to

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meet the rising demand for online teaching support. Despite the clear need for expanded support and new initiatives, the limited team size prevented meaningful progress, leading to frustration among staff. However, with the addition of new team members and the development of a more organized support structure, the program has been able to shift from merely managing daily operations to planning for future growth. Adequate resources have allowed the program to implement key processes like POCR (Peer Online Course Review) and to collaborate more effectively, enabling the program to address long-term strategic goals and improve overall outcomes. In short, the allocation of an appropriate team directly affects the program's ability to adapt, innovate, and enhance the quality of support it offers.

- Requests Funded:
 - *Instructional Designer* - Bringing on an Instructional Designer has had a huge positive impact on the program and our team. Our capacity for addressing the day-to-day support needs of the college has increased and so has our capacity to take on other projects and fill gaps in training and support.
 - *Summer Hours for Designer and Coordinator* - Having summer hours is essential to be able to provide support for faculty preparing for the Fall semester, prepare Fall Flex Day and get the program updated and organized and ready to meet the influx of support needs that the start of the semester brings.
- Requests Not Met:
 - *2nd Instructional Technologist* - We requested a second Instructional Technologist role that was not funded. Our goal with this position was to be able to have a Technologist who could focus on supporting faculty in fixing accessibility and equity issues in their courses, among other things. Without the ability to focus on these intricate areas of instruction, we do our best to support faculty with the time and availability we have.
 - *Student Assistant Budget* - Our request for a budget for student assistant hours was also not funded. We had hoped that student assistant hours could be used to work on some of the more time consuming parts of online course improvement, like captioning videos, adding alt text to images, renaming course content, etc. Hopefully that is a resource we can make available to faculty one day.
 - *Increase Time for DE Coordinator* - We'd like for our DE Coordinator to become a full-time position rather than a Reassigned Time role because with that position handling more and more of the important coordination duties (running POCR, tracking training completion, etc.) turnover in that role becomes more and more disruptive to our work in the department. It's really not like other coordination roles that someone can step in and out of. Our team needs this role to remain consistent over time.

Current State of the Program

7A. Enrollment Trends

Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

What We're Seeing in the Data

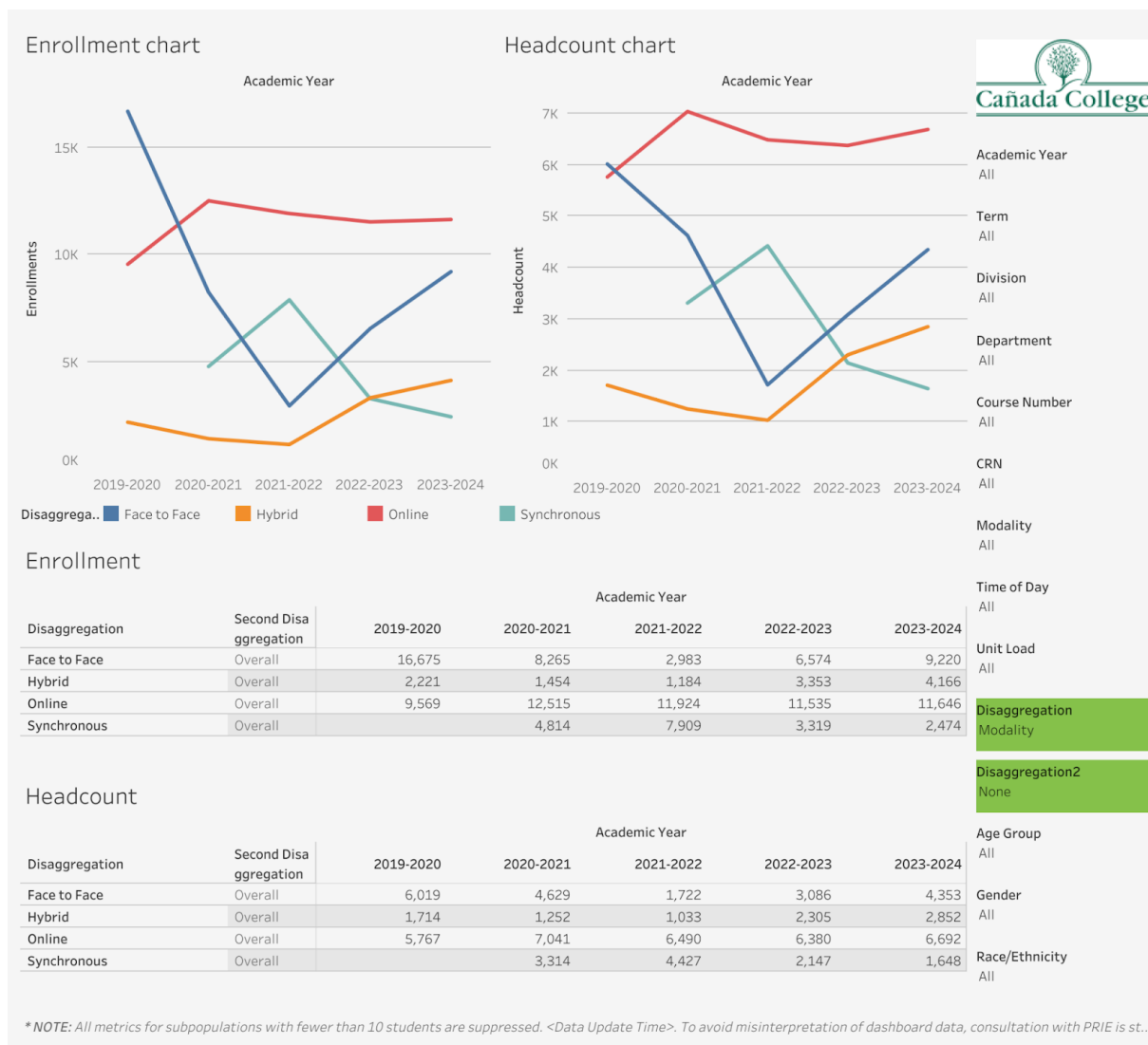
- How online enrollment has changed since before the pandemic
- What's happening with synch enrollments
- The majority of disciplines offer at least 50% of their sections online.

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Data Sources

	2018-2019	2023-2024
Headcount	9,036	9,643
Enrollment	25,128	24,263

Enrollment By Modality	2018-2019	2023-2024
Face to Face	68%	35%
Hybrid	7%	16%
Online	26%	38%
Synchronous	0%	10%



% of Sections Online	2018-2019	2023-2024
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ACTG	31%	74%
ANTH	43%	75%
ART		50%
ASTR	42%	50%
BIOL	31%	73%
BUS.	70%	60%
CBOT	33%	76%
CHEM	5%	59%
CIS	24%	65%
COMM	32%	70%
CRER	53%	55%
DANC	6%	4%
DRAM	29%	100%
ECE.	49%	66%
ECON	41%	38%
EDUC	100%	100%
ENGL	25%	43%
ENGR		67%
ENVS	50%	25%
ESL		43%
ETHN		60%
FASH	3%	6%
FITN	52%	38%
FSE.		100%
GEOG	100%	100%
HIST	49%	73%
HMSV	100%	50%
IDST		50%
KINE	33%	85%
LCTR	55%	20%
LEGL	50%	82%
LIBR	9%	100%
LING	100%	50%
LIT.		75%
MART	9%	27%
MATH	9%	28%
MEDA		15%
MGMT	100%	100%
MUS.	35%	32%
OCEN	36%	60%

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PALT		100%
PHIL	63%	79%
PHYS		75%
PLSC	65%	57%
PSYC	67%	80%
RADT		10%
SOCI	45%	43%
SPAN	47%	47%

7B. Significant Changes in Your Program

Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

- *Changes in the Proportion of Online vs. F2F Enrollments* - Looking at the enrollment numbers from before the pandemic until now, we see that our current online enrollments (online, hybrid and synchronous) make up about 64% of our enrollments as compared to 33% pre-pandemic. This flip in the proportion of F2F vs. online enrollments indicates:
 - The majority of our disciplines offer 50% or more of their sections in an online modality and many of our F2F sections utilize Canvas and instructional technology for their course work. Assuming this flip in the proportion of enrollments remains, we must meet these increased offerings with increased support for faculty and students.
 - It would be helpful to get a sense from our administration if there are plans or goals to move this proportion in any direction. Are Deans planning on changing offerings to bring enrollment numbers back to pre-pandemic numbers, or are these numbers our 'new normal'?
- *Decreased Synchronous Offerings & Enrollments* - While we are continuing to offer synchronous sections, we are seeing fewer and fewer enrollments in this modality. The trend brought to light some important questions for our team:
 - Is the decrease in synchronous enrollments due to a decrease in synchronous section offerings, or are synchronous sections seeing low to no enrollment?
 - As a college, are we trying to move away from synchronous course offerings all together, or are they a part of our enrollments that are here to stay?

7C. Planning for Your Program

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

While decisions about what courses to offer and in what modalities are up to the Deans and their faculty, we can think about based on the enrollments trends we're seeing in the online modalities, what we can do to support our online faculty:

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- *QOTL, POQR & Faculty Outreach* - Continue offering QOTL 1 & 2 each semester, and continue growing our POQR process in order to better prepare faculty for online teaching and support faculty in their work to improve their online courses. This also requires a considerable amount of individual faculty outreach work on the part of our DE Coordinator to engage with faculty and determine the best training path for each of them.
- *Begin Offering QOTL, The Essentials* - Many faculty begin teaching in between QOTL offerings, or are unable to complete QOTL while also teaching during their first semester. QOTL-E is a new training resource that we've created and will be available to get faculty up and running on Canvas and hold them over until the next QOTL 1 offering.
- *Continue to Strengthen Faculty Onboarding* - We plan to continue to collaborate with EAPC Coordinator and Faculty Teaching & Learning Coordinator to ensure that our new faculty colleagues begin their teaching journey with the information and resources they need to teach well online.
- *Consider Additional Training Opportunities* - We don't currently offer training specific to synchronous and multi-modal teaching, and we continue to get requests for increased classroom technology trainings.

8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

What We're Seeing in the Data

- **Both Online and Hybrid Success rates have increased by 5% and 2% respectively since the onset of the pandemic. We expected to see increases in student success due to the exponential increase in online teaching trainings that we've offered since the pandemic and how many more faculty are currently trained to teach online now.**
 - **2016 - 2019: 40 faculty completed online teaching training**
 - **2020 - 2024: 101 faculty have completed online teaching training**
- **However, we are a bit concerned that we are not seeing more of an increase in student success along with an increase in training and support. We want to look further into why this is.**
 - **Could there be other factors to student success that online teaching training is not influencing?**
 - **For example, could we work with student services to improve access to student services information for online students (virtual campus)?**
 - **Could we work with the Welcome Center to strengthen technology and online course readiness assessment and preparation (readiness assessment on website, and new student orientation)?**
 - **Are our faculty outreach and training offerings reaching our faculty effectively, or the same faculty engaging while the same faculty remain disengaged in training and support offerings?**
 - **For example, would joining the CVC Home & Teaching College program institutionalize our POQR process in a way that would engage more faculty and incentivize their participation with increased enrollments?**

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- Are there updates and changes to our online teaching training program that we should consider?
 - Continue aligning courses with the OEI Rubric through POCR since that has presented data in increased student success
 - Apply updates to QOTL 1 to bring that course into alignment with recent changes to RSI standards and synchronous modality offerings
- Synchronous Success is Lower - We are seeing a bit lower success rate for our synchronous online sections. If we're able to get clarity on our question above related to the future of synchronous online offerings, we'd like to consider some further questions:
 - Do we need synchronous and multi-modal trainings, or even a faculty pod?
 - What are our students experiencing in their synchronous courses?

Data Sources

Success By Modality	2018-2019	2023-2024
Overall Success	72%	72%
Face to Face	74%	74%
Hybrid	70%	72%
Online	67%	71%
Synchronous		71%

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Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
Face to Face	2023-2024	6,978	63.6%	63.6%	0.0%	3.0%
Hybrid	2023-2024	2,801	25.5%	25.5%	0.0%	3.0%
Online	2023-2024	4,624	42.1%	42.1%	0.0%	3.0%
Synchronous	2023-2024	1,619	14.8%	14.8%	0.0%	3.0%

Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
Face to Face	2023-2024	14,308	74.0%	73.1%	0.9%	3.0%
Hybrid	2023-2024	4,027	72.7%	73.1%	-0.4%	3.0%
Online	2023-2024	6,846	72.6%	73.1%	-0.5%	3.0%
Synchronous	2023-2024	2,368	69.9%	73.1%	-3.2%	3.0%

Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
Face to Face	2023-2024	14,308	12.3%	13.0%	-0.7%	3.0%
Hybrid	2023-2024	4,027	13.2%	13.0%	0.2%	3.0%
Online	2023-2024	6,846	12.8%	13.0%	-0.1%	3.0%
Synchronous	2023-2024	2,368	16.9%	13.0%	3.9%	3.0%

* NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/12/2024 5:42:25 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.

Counts under 10 have been suppressed to protect student privacy.



AY 19-20
to 23-24

Disaggregation
Modality

Academic Year
2023-2024

Term
All

Interest area
All

Division
All

Department
All

Course Number
All

CRN
All

Unit Load
All

Modality
All

Time of Day
All

Program Review

Access

Disaggregation	Academic Year	Headcount	Headcount %	College Headcount %	Access Gap	Access Margin of E..
Full-Time	2023-2024	1,038	13.9%	10.4%	3.5%	3.0%
Less than Part-Time	2023-2024	3,963	53.3%	62.3%	-9.1%	3.0%
Part-Time	2023-2024	2,440	32.8%	27.2%	5.6%	3.0%

Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
Full-Time	2023-2024	3,283	72.7%	72.1%	0.6%	3.0%
Less than Part-Time	2023-2024	4,545	71.5%	72.1%	-0.6%	3.0%
Part-Time	2023-2024	5,413	72.3%	72.1%	0.2%	3.0%

Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
Full-Time	2023-2024	3,283	12.0%	13.7%	-1.7%	3.0%
Less than Part-Time	2023-2024	4,545	15.0%	13.7%	1.3%	3.0%
Part-Time	2023-2024	5,413	13.6%	13.7%	-0.1%	3.0%

* NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/12/2024 5:42:25 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.

Counts under 10 have been suppressed to protect student privacy.



AY 19-20
to 23-24

Disaggregation
Unit Load

Academic Year
2023-2024

Term
All

Interest area
All

Division
All

Department
All

Course Number
All

CRN
All

Unit Load
All

Modality
Multiple values

Time of Day
All

8B. Student Equity

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

What We're Seeing in the Data

Below are the equity gaps that we were able to identify from the dashboards. While they're all concerning, the gaps highlighted in red impact the highest number of enrolled students.

- **-5.5% Success Gap and 3.2% Withdraw Gap in 23-28 year old students**
- **4.0% Withdraw Gap in 40-49 year old students**
- **-5.3% Success Gap in First-Generation students**

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- **-23.3% Success Gap and 13.7% Withdraw Gap in Foster Youth students**
- **-6% Success Gap in Low Income students**
- **-15.7% Success Gap and 8.0% Withdraw Gap in Black Students**
- **-6.1% Success gap in Hispanic Students**
- **-14.3% Success Gap in Pacific Islander Students**

Possible Strategies

- **Collab with EAPC to consistently offer trainings around equity-minded teaching and learning**
- **Consider new training offerings that offer an emphasis on things like the Peralta Equity Rubric, UDL and assessing the effectiveness of those over time.**
- **Consider staffing changes on our team that would lead to more consistency over time in the coordination of DE and ability to focus more on accessibility and application of UDL principles.**
- **Support faculty interested in applying more equitable teaching strategies, like alternative grading strategies, inclusive syllabi language and humanizing online course presence.**
- **Identify groups on campus that we could collaborate with to reach the groups of students we're seeing gaps in like Umoja, FYSI, Promise, etc.**

Data Sources

Program Review

Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
18 - 22	2023-2024	3,252	43.7%	40.6%	3.1%	3.0%
23 - 28	2023-2024	1,387	18.6%	17.5%	1.1%	3.0%
29 - 39	2023-2024	1,148	15.4%	15.4%	0.0%	3.0%
40 - 49	2023-2024	573	7.7%	7.9%	-0.2%	4.1%
50 - 59	2023-2024	338	4.5%	5.2%	-0.6%	5.3%
60+	2023-2024	212	2.8%	3.6%	-0.8%	6.7%
Under 18	2023-2024	549	7.4%	10.1%	-2.7%	4.2%

Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
18 - 22	2023-2024	6,101	72.6%	72.1%	0.4%	3.0%
23 - 28	2023-2024	2,401	66.6%	72.1%	-5.5%	3.0%
29 - 39	2023-2024	2,029	71.4%	72.1%	-0.8%	3.0%
40 - 49	2023-2024	1,068	70.2%	72.1%	-1.9%	3.0%
50 - 59	2023-2024	541	74.7%	72.1%	2.5%	4.2%
60+	2023-2024	342	72.5%	72.1%	0.4%	5.3%
Under 18	2023-2024	759	88.8%	72.1%	16.7%	3.6%

Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
18 - 22	2023-2024	6,101	11.5%	13.7%	-2.2%	3.0%
23 - 28	2023-2024	2,401	16.9%	13.7%	3.2%	3.0%
29 - 39	2023-2024	2,029	16.3%	13.7%	2.6%	3.0%
40 - 49	2023-2024	1,068	17.7%	13.7%	4.0%	3.0%
50 - 59	2023-2024	541	14.8%	13.7%	1.1%	4.2%
60+	2023-2024	342	16.1%	13.7%	2.4%	5.3%
Under 18	2023-2024	759	6.6%	13.7%	-7.1%	3.6%

* NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/12/2024 5:42:25 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.

Counts under 10 have been suppressed to protect student privacy.



AY 19-20
to 23-24

Disaggregation
Age Group

Academic Year
2023-2024

Term
All

Interest area
All

Division
All

Department
All

Course Number
All

CRN
All

Unit Load
All

Modality
Multiple values

Time of Day
All

Program Review

Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
First Generation	2023-2024	3,657	49.1%	47.4%	1.7%	3.0%
Not First Generation	2023-2024	2,875	38.6%	40.4%	-1.7%	3.0%
Unreported	2023-2024	909	12.2%	12.2%	0.0%	3.0%

Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
First Generation	2023-2024	6,735	66.8%	72.1%	-5.3%	3.0%
Not First Generation	2023-2024	4,775	79.9%	72.1%	7.7%	3.0%
Unreported	2023-2024	1,731	71.4%	72.1%	-0.7%	3.0%

Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
First Generation	2023-2024	6,735	16.0%	13.7%	2.3%	3.0%
Not First Generation	2023-2024	4,775	11.0%	13.7%	-2.7%	3.0%
Unreported	2023-2024	1,731	12.2%	13.7%	-1.4%	3.0%

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AY 19-20
to 23-24

Disaggregation
First Generation

Academic Year
2023-2024

Term
All

Interest area
All

Division
All

Department
All

Course Number
All

CRN
All

Unit Load
All

Modality
Multiple values

Time of Day
All

Program Review

Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
Foster Youth	2023-2024	69	0.9%	0.8%	0.1%	11.8%
Non-Foster Youth	2023-2024	7,372	99.1%	99.2%	-0.1%	3.0%



AY 19-20
to 23-24

Disaggregation
Foster Youth

Academic Year
2023-2024

Term
All

Interest area
All

Division
All

Department
All

Course Number
All

CRN
All

Unit Load
All

Modality
Multiple values

Time of Day
All

Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
Foster Youth	2023-2024	135	48.9%	72.1%	-23.3%	8.4%
Non-Foster Youth	2023-2024	13,106	72.4%	72.1%	0.2%	3.0%

Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
Foster Youth	2023-2024	135	27.4%	13.7%	13.7%	8.4%
Non-Foster Youth	2023-2024	13,106	13.6%	13.7%	-0.1%	3.0%

* NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/12/2024 5:42:25 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.

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Program Review

Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
No	2023-2024	5,942	79.9%	82.2%	-2.4%	3.0%
Yes	2023-2024	1,666	22.4%	20.1%	2.3%	3.0%

Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
No	2023-2024	9,999	74.1%	72.1%	2.0%	3.0%
Yes	2023-2024	3,242	66.1%	72.1%	-6.0%	3.0%

Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
No	2023-2024	9,999	13.4%	13.7%	-0.3%	3.0%
Yes	2023-2024	3,242	14.7%	13.7%	1.0%	3.0%

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AY 19-20
to 23-24

Disaggregation
Low Income

Academic Year
2023-2024

Term
All

Interest area
All

Division
All

Department
All

Course Number
All

CRN
All

Unit Load
All

Modality
Multiple values

Time of Day
All

Program Review

Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
Asian	2023-2024	1,069	14.4%	14.5%	-0.2%	3.0%
Black - Non-Hispanic	2023-2024	202	2.7%	2.6%	0.1%	6.9%
Filipino	2023-2024	388	5.2%	5.3%	-0.1%	5.0%
Hispanic	2023-2024	3,151	42.3%	40.7%	1.6%	3.0%
Multiraces	2023-2024	460	6.2%	6.3%	-0.1%	4.6%
Pacific Islander	2023-2024	94	1.3%	1.2%	0.0%	10.1%
Unknown	2023-2024	295	4.0%	3.9%	0.0%	5.7%
White Non-Hispanic	2023-2024	1,774	23.8%	25.2%	-1.3%	3.0%

Success

Disaggregation	Academic Year	Enrollment	Success %	Overall Success %	Success Gap	Success Margin of E..
Asian	2023-2024	1,678	86.1%	72.1%	14.0%	3.0%
Black - Non-Hispanic	2023-2024	425	56.5%	72.1%	-15.7%	4.8%
Filipino	2023-2024	579	74.3%	72.1%	2.1%	4.1%
Hispanic	2023-2024	6,068	66.0%	72.1%	-6.1%	3.0%
Multiraces	2023-2024	755	73.4%	72.1%	1.2%	3.6%
Pacific Islander	2023-2024	171	57.9%	72.1%	-14.3%	7.5%
Unknown	2023-2024	521	73.1%	72.1%	1.0%	4.3%
White Non-Hispanic	2023-2024	3,030	78.8%	72.1%	6.6%	3.0%

Withdraws

Disaggregation	Academic Year	Enrollment	Withdraw %	Overall Withdraw %	Withdraw Gap	Withdraw Margin of E..
Asian	2023-2024	1,678	7.4%	13.7%	-6.3%	3.0%
Black - Non-Hispanic	2023-2024	425	21.6%	13.7%	8.0%	4.8%
Filipino	2023-2024	579	12.1%	13.7%	-1.6%	4.1%
Hispanic	2023-2024	6,068	15.8%	13.7%	2.1%	3.0%
Multiraces	2023-2024	755	15.4%	13.7%	1.7%	3.6%
Pacific Islander	2023-2024	171	18.1%	13.7%	4.4%	7.5%
Unknown	2023-2024	521	10.9%	13.7%	-2.8%	4.3%
White Non-Hispanic	2023-2024	3,030	12.0%	13.7%	-1.6%	3.0%

* NOTE: All metrics for subpopulations with fewer than 10 students are suppressed. 6/12/2024 5:42:25 PM. To avoid misinterpretation of dashboard data, consultation with PRIE is strongly recommended prior to using any of the data for research or publication.

Counts under 10 have been suppressed to protect student privacy.



AY 19-20
to 23-24

Disaggregation
Race/Eth

Academic Year
2023-2024

Term
All

Interest area
All

Division
All

Department
All

Course Number
All

CRN
All

Unit Load
All

Modality
Multiple values

Time of Day
All

8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write “not applicable”. See answer for 8A. As the Distance Education program, we focus on online success when we talk about success in general.

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program’s /Department’s Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

N/A

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

N/A

Program Review

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

N/A

Looking Ahead

11. Planning for the future is an important part of Program Review. This is your opportunity to identify new directions for growth and improve your program. Based on your analysis of the data and your responses to the questions above, identify specific and measurable goals and action plans for achieving those goals. Consider goals such as, but not limited to: updating curriculum, closing equity gaps, responding to student and community needs, etc. Please enter your response in the textbox below

Goal 1 - Provide DE Faculty Tools, Resources & Trainings for Equitable Quality Online Instruction

- Requests
 - QOTL 1&2 and POER Funds - \$60,000

Goal 2 - Continue to Strengthen & Grow Our DE Team

- Requests
 - Summer Hours for Instructional Designer & DE Coordinator - 150 hours

Goal 3 - Address Opportunities for Additional Trainings & Support (Synchronous Teaching, Classroom Technology, QOTL-E)

Goal 4 - Regularly Evaluate Online Course Enrollment and Success Data, as well as Survey Feedback to Inform the Work of the Instructional Technology & Design Team in order to address gaps in student success, access and completion.

Next Step: If your program is requesting resources, please go to "STEP 2: Resource Request (OPTIONAL)" and submit your specific requests there. Otherwise, this is the last prompt in the comprehensive program review form.

Supporting Information

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Distance Education

Item Requested

Increased Budget for QOTL & POCL Training

Item Description

Last year, we requested \$60,000 for QOTL & POCL training for faculty. We were awarded a budget of \$40,000. Half way through this academic year, we have almost already depleted this budget with Spring and Summer training offerings ahead that still need funding. The reality is that we are working through a backlog of training need from not having a complete at Cañada able to recruit and support training facilitation, enrollment and tracking between 2021-2023. Now with our complete team, improved processes and increased outreach efforts, we are able to train faculty at much higher numbers than in recent years and faculty have been waiting to access training. We want to be able to meet their interest in order to improve the quality and accessibility of our online course offerings as our higher online enrollments remain steady.

Program Goals this Request Supports

Goal 1 - Provide DE Faculty Tools, Resources & Trainings for Equitable Quality Online Instruction

Status

Continued Request - Active

Type of Resource

Instructional Expenses (over \$5,000) e.g., equipment

Cost

60,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Continuous quality improvement to our online course through regular trainings and course review for online faculty result in improved learning environments for all of our courses. Our trainings also include equity and accessibility components that specifically support DI populations.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Continuous quality improvement to our online course through regular trainings and course review for online faculty result in improved learning environments for all of our courses. Our trainings also include equity and accessibility components that specifically support DI populations.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps
Be the best college choice for local high school students

Resource Requests

Non-Personnel Item (2024 - 2025)

Non-Personnel Item (2024 - 2025)

Requested Year

2024 - 2025

Program Requesting Resources

Distance Education

Item Requested

Summer Hours Budget for Instructional Designer & DE Coordinator

Item Description

Both of our faculty team members, the Instructional Designer and DE Coordinator, need to work during the summer to continue to offer faculty support in developing future courses, offering QOTL trainings and preparing for Fall Flex offerings and support efforts.

Program Goals this Request Supports

Goal 1 - Provide DE Faculty Tools, Resources & Trainings for Equitable Quality Online Instruction

Goal 2 - Continue to Strengthen & Grow Our DE Team

Status

New Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

20,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Faculty often use summer months to do the biggest improvements and changes to their courses and need the most support during this time. Summer is also when we have to highest number of QOTL enrollments, requiring us to offer multiple training cohorts, requiring more facilitators from across the District. Our team needs to be available to support these efforts as this where that continuous quality improvement in our courses happens, which directly impacts our students' success.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Faculty often use summer months to do the biggest improvements and changes to their courses and need the most support during this time. Summer is also when we have to highest number of QOTL enrollments, requiring us to offer multiple training cohorts, requiring more facilitators from across the District. Our team needs to be available to support these efforts as this where that continuous quality improvement in our courses happens, which directly impacts our students' success.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Support innovative teaching that creates more equitable and antiracist learning environments

Strengthen the college culture of continuous assessment and improvement in order to ensure all programs effectively serve students and close equity gaps

Provide adequate access to technology

Resource Requests

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Distance Education

Item Requested

Padlet Site License

Item Description

Padlet is a virtual bulletin board software that many faculty use for online student engagement.

Program Goals this Request Supports

Provide faculty with tools and resources for quality online instruction.

Status

Continued Request - Active

Type of Resource

Instructional Expenses (under \$5,000) e.g., lab supplies, Student Athletic supplies, calculators, etc.

Cost

3,000

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Tools that allow faculty to engage students more effectively and build community in online courses help disproportionately impacted students most.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Tools that allow faculty to engage students more effectively and build community in online courses help disproportionately impacted students most.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Provide adequate access to technology

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Distance Education

11/12/2024

Resource Requests

Item Requested

Grackle License

Item Description

Grackle is a tool faculty can use for identifying accessibility issues in Google Suite documents.

Program Goals this Request Supports

Provide faculty with tools and resources for providing quality instruction

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

950

One-Time or Recurring Cost?

Recurring Cost

Critical Question: How does this resource request support closing the equity gap?

Many faculty use Google Suite to share documents with students in an easy to access format, but Google doesn't currently offer a way to check their documents for accessibility. Grackle would allow faculty to ensure their Google Suite items are accessible.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Disproportionately impacted students are most impacted by course design issues and their success rates improve the most with course design improvements.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture
Provide adequate access to technology

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Distance Education

Item Requested

Summer Hours for Instructional Designer & Online Instruction Coordinator

Item Description

We'd like to have a budget for summer hours for our faculty positions so that we can continue onboarding our new technologist and prepare for the next academic year.

Program Goals this Request Supports

Build a Complete & Effective DE Team

Resource Requests

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

14,481.7

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

Being able to prepare our workshops and trainings for the next academic year over the summer will allow us to offer a greater variety of resources and meet more of our faculty needs.

Critical Question: How does this resource request support Latinx and AANAPISI students?

Being able to prepare our workshops and trainings for the next academic year over the summer will allow us to offer a greater variety of resources and meet more of our faculty needs.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion
Equity-Minded and Antiracist College Culture

Which of Cañada College's Strategic Initiatives does this resource request support?

Support innovative teaching that creates more equitable and antiracist learning environments

Non-Personnel Item (2023 - 2024)

Non-Personnel Item (2023 - 2024)

Requested Year

2023 - 2024

Program Requesting Resources

Distance Education

Item Requested

Budget for Signage for the new Instructional Technology & Design Area

Item Description

We now have a training room with our offices near by so we'd like to have some signage for our area.

Program Goals this Request Supports

Build a Complete & Effective DE Team

Status

New Request - Active

Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

Cost

3,000

One-Time or Recurring Cost?

One-time Cost

Critical Question: How does this resource request support closing the equity gap?

Strengthening our team and making our area easier to find will make us more accessible to faculty so they can better take advantage of our services.

Resource Requests

Critical Question: How does this resource request support Latinx and AANAPISI students?

Strengthening our team and making our area easier to find will make us more accessible to faculty so they can better take advantage of our services.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Student Access and/or Success and/or Completion

Equity-Minded and Antiracist College Culture

Accessible Infrastructure and Innovation

Which of Cañada College's Strategic Initiatives does this resource request support?

Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture