Program Name: Distance Education
Program Contact: Julieth Diaz Benitez, Donna Eyestone, Jennifer Howze-Owens, Marisol Quevedo, Erica Reynolds
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INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?

The goal of program review is to assess how well our programs are doing. Program review asks us to:
- Reflect on the state of student learning or support in our disciplines and programs, by discussing:
  - efforts to achieve equity across student populations and modes of delivery;
  - results of assessment activities aimed at improving or researching student learning;
  - new challenges or changes to the program.
- Identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

1. Description of Program (200-400 words)
- Provide a brief description of the program and how it supports the following:
  - CSM Mission and Values Statements
  - CSM Statement of Solidarity
  - CSM's Strategic Priorities
  - SMCCCD's Strategic Goals
  - CSM Forward 2028 - Education Master Plan

Distance Education (DE) is supported by the ASLT Dean, Instructional Technologists, Instructional Designers, and DE Coordinator. We provide information and support about emerging technologies and best practices to foster quality online teaching and learning in all online modalities. Additionally, we provide support for institutional policies such as the College of San Mateo Policy on Regular and Substantive Contact and College of San Mateo Policy on Distance Education Training Requirements. [CSM Values (Accountability & Growth), CSM Institutional Priority (Teaching and Learning), CSM EMP Priorities (1, 3), SMCCCD Strategic Priorities (3)].

2. <u>Results of Previous Program Review (200-500 words)</u>

a) Describe the results of your previous Program Review's action plan and identified equity gaps.
- Previous Goals
- Results Achieved
- Changes Implemented
- Plans still in progress
- Any notable or surprising results and outcomes

Much of work in the previous program review revolved around the development of our newly expanded distance education team. Additionally, we were still very focused on providing ongoing professional development in support of online teaching and learning as nearly all the courses scheduled for the upcoming academic year were being offered in online modalities only.

Below is a summary of the relevant work completed out of the DE Workplan from 2021 through 2023. A description of the goals and objectives with results achieved, changes implemented, plans still in progress, and notable results or outcomes are included.

- Goal 4: Reframe access and participation to DE Professional Development offerings to broaden the value around continuous reflection, development, and improvement for faculty, classified professionals, administrators, and student employees.
  - **Previous Goal:** Objective 1: Identify ongoing funding stream to provide ongoing offerings of QOTL Level 1 and QOTL Level 2 in support of the CSM Policy on DE Training Requirements.
  - **Results:** HEERF grant funding was initially identified to compensate both facilitators and participants to complete QOTL Level 1 to meet teaching requirements or complete QOTL Level 2 to meet recency requirements as outlined in the policy. Sessions were offered beginning Spring 2023.
  - **Changes implemented:** Requested ongoing funds to compensate facilitators and participants for completion of RSI, QOTL 1, and QOTL 2. An additional budget augmentation was created in late Fall 2021 to support the large number of CSM faculty who would need to take QOTL 2 before Fall 2023 to meet the 3-year recency requirement.
  - **Plans still in progress**: A resource request will be created again to establish ongoing monies from a general fund to compensate facilitators and participants and ensure the future of ongoing professional development offerings.
  - **Any notable or surprising results and outcomes**: HEERF III funds cannot pay for professional development.

- Goal 4: Reframe access and participation to DE Professional Development offerings to broaden the value around continuous reflection, development, and improvement for faculty, classified professionals, administrators, and student employees.

- o **Previous Goal:** Objective 2: Develop and implement a workshop pathway for faculty, classified professionals, administrators, and student employees that support existing and emerging DE modalities.
- o **Results:** Multiple sessions of QOTL Level 1 and Level 2 were offered starting Fall 2022. Currently, 270 faculty members have completed QOTL Level 1 and 77 faculty members have completed QOTL Level 2.
- o **Changes implemented:** To meet the large number of faculty participants who would need to take QOTL Level 2, we increased the number of sessions offered for Spring and Summer 2024. In addition, we created a second pathway for QOTL Level 2 called "DE Training Pathway #2."
- o **Plans still in progress**: The "DE Training Pathway #2" ran as a pilot in Summer of 2023. The instructional designers continue to explore the need for a second pathway as more of our faculty complete QOTL 2. Additionally, the DE Team is collaborating with our sister colleges to explore micro-courses as an alternate way to provide professional development opportunities outside of Flex Days and compensated training.
- o **Any notable or surprising results and outcomes**: The completion rates for QOTL 2 were successful and the feedback from participants was positive with most faculty appreciating the time and feedback they received on their course redesigns.

- Goal 5: Partner and participate in the CVC-OEI Consortium to increase student access to quality-ensured online courses and implement additional online resources and support services.
  - o **Previous Goal:** Objective 1: Meet all requirements of participation in the CVC-OEI Consortium.
  - o **Results:** CSM is working towards becoming Home College. We have established the Canvas Trust Relationship and Enabled the Canvas API.
  - o **Changes implemented:** The CSM DE Coordinator reached out to our sister colleges and ITS to begin more regular check-ins and updates about Home College status at each college.
  - o **Plans still in progress**: We are still missing two criteria need to become a Home College: involves training and identifying positions within Admissions and Records and Financial Aid offices.
  - o **Any notable or surprising results and outcomes**: The Chancellor's office is restructuring the technology grant which affects the POCR process. As we understand the new process for vetting our local POCR team and aligning courses for the CVC Course Exchange, we will be ready to proceed when we obtain Home College status. Staff turnover at CSM has been an ongoing issue

- Goal 5: Partner and participate in the CVC-OEI Consortium to increase student access to quality-ensured online courses and implement additional online resources and support services.
  - o **Previous Goal:** Objective 2: Implement and recruit a local POCR team that includes at least 2 CSM faculty from each division, alongside our DE Team.
  - o **Results:** 12 CSM employees completed the 4-Week POCR training.

- o **Changes implemented:** Identified funds and faculty members to participate in POCR training.
  - o **Plans still in progress**: We are working toward creating our local POCR team with a goal to align 2 courses to be included in the CVC Course Exchange.
  - o **Any notable or surprising results and outcomes**: The Chancellor's office is restructuring the technology grant which affects the POCR process as well as @One training offerings. We are still not sure when POCR trainings will be offered again.

b) Explain any curriculum or programmatic changes since last program review
   - To specific courses, or to any discipline as a whole
   - Includes degree, certificate, or course sequences, program delivery or structure, etc.

   In Summer of 2023, we introduced the **"DE Training Pathway #2: Course Review & Redesign**." This training is a small cohort, partially self-paced alternative to the traditional format of our QOTL-Level 2 training. It was developed as an option for faculty who would benefit from a personalized experience that allowed them to conduct a guided in-depth review of their courses. Faculty who had completed QOTL-Level 1 and were due for DE training renewal in the 2023-24 academic year were eligible for the small cohort option. The Pathway #2 training was structured as follows:

   - **Main Outcome**: Each faculty member conducted an in-depth review of a course of their choice, following the criteria outlined in the California Virtual Campus-Online Education Initiative (CVC-OEI) and the Peralta equity rubrics.
   - **Duration**: Partially self-paced. Most faculty completed the training within 5-6 weeks.
   - **Guided Support:** Faculty received 1:1 support from Instructional Designers. The course redesign journey was split into five modules, each with a specific deliverable.
   - **Compensation**: Upon successful completion of all deliverables, faculty were compensated for 25 hours at their applicable special rate.

c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:

   - SLO/SAO
     - o What did the assessment focus on?
     - o Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
     - o Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
   - Assessment results
     - o What was the activity or intervention?
     - o What were the outcomes?
   - Program improvements implemented
     - o What did you learn from it?

- What changed?

We are continuing to identify SAO that we can identify, track and are actionable. We are still exploring the use of the Vision Resource Center to track both quantitative and qualitative data to inform our programming. However, we are facing technical challenges with using the application with adjunct faculty, faculty without active job records, as well as other educators in our community to register for our professional development opportunity.

3. **Current Program Review (200-400 words)**

   Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
Headcount (unduplicated)	Latinx 32% White 26% Asian 20% Filipino 7% Multiracial 7% Black 3% Pacific Islander 2% Unknown 3% Native American 0%	45% of our students are the first in their family to go to college.	66% 24 yrs. and under 18% Ages 25-34 17% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	13,180 students
Enrollments (duplicated)	Latinx 35% White 26% Asian 16% Filipino 6% Multiracial 8% Black 3% Pacific Islander 3% Unknown 3% Native American 0%	47% of enrollments were by students who are the first in their family to go to college.	76% 24 yrs. and under 13% Ages 25-34 11% over 35 yrs.	48% Female 50% Male 2% Non-disclosed or non-binary	37,014 enrollments

a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.
- Findings: What has changed from the previous program review?
- Analysis: What factors do you feel contribute to these gaps?
- Resources: If you were granted a resource request, please note what that was and the impact it had.
- Plans to address opportunity gaps: What has your program done to address these gaps? Include information on:
    o interventions implemented
    o any successes in closing gaps
    o ongoing challenges

As opposed to instructional programs, Distance Education looks at faculty and classified professional statistics in completion and engagement in professional development. As such, there is a difference in the demographic makeup of our students and the faculty/classified professionals/administrators that we serve.

We have collected the following statistics below on the number of faculty members who have completed the Quality Online Teaching and Training with Canvas Course.
- Quality Online Teaching and Learning with Canvas (Level 1): 270 faculty members who are teaching online. (since Summer 2019)
- Quality Online Teaching and Learning with Canvas (Level 2): 77 faculty members who are teaching online. (since Spring 2022)

Currently, one challenge is that student population data is not provided at a high level across all majors for courses coded as online and hybrid.

b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.
- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
  - interventions implemented
  - any successes in closing gaps
  - ongoing challenges

Given the diversity of the CSM student body and the importance of equity-informed and social justice-based teaching and learning over the past academic year, DE has had a specific focus to include equity into pedagogy and design of DE courses and student service support. In conducting training and workshops, the DE team has found that CSM faculty and classified professionals have a wide range of experience in developing and implementing equity-informed practices in their respective areas. Unlike other programs at CSM, DE is unique in that it has functioned as a mechanism for direct support for faculty and classified staff; however, as the team increases there will be a direct focus on expanding the use of data to inform DE practices, policies, and training.

New Faculty Institute. The instructional designers have worked with the Professional Development Faculty Coordinator to re-design the New Faculty Institute. Previously, the training included two distinct trainings (NFI in Fall and Equite in Spring). Starting 2023-24, topics related to equity are integrated into a now year-long training on student-centered teaching approaches and considerations for faculty new to the SMCCD.

Curriculum Committee. We have partnered with the Chair of the CSM Curriculum committee to substantially revise core sections of the CSM Curriculum Handbook from an equity lens. These sections include the representative methods of instruction, representative assignments, representative methods of evaluation, and the DE addendum. **District Teaching and Learning Committee**. DTL – The Instructional Designers worked closely with colleagues at our sister colleges on the DE Modalities Explainer Document to clarify the different course modalities for student facing materials.

OER Liaison. Our campus OER Liaison, a member of the DE team, has worked with campus and as a district ZTC team member to increase awareness and understanding of ZTC and student needs. This project has become a goal of the Vice President of Instruction for academic year 2023-24 and has submitted its own Program Review.

Parity for Pay amongst participants and facilitators in the Quality Online Teaching and Learning Courses. In the past, participants who have completed QOTL 2, were compensated based on their special rates. Subsequently, there was a notable discrepancy in how much participants were paid based on their status as full-time vs. Adjunct as well as their step and grade. Similarly, the facilitators were paid a varying range as well based on their classifications as classified professionals or faculty, adjunct or full-time, and step level and grade. In our resource request, we are attempting a new model that looks for more parity amongst participants and facilitators by providing compensations through stipends.

CTL and District PD Committee. Our Instructional Technologist served on both the Committee on Teaching and Learning as well as the district Professional Development committee. As part of her work on the district Professional Development, she identified and invited the keynote speaker, Charlotte Nguyen, CMT-P, CTPM for her workshop on "Hope and Healing in Times of Change."
Accessibility is an important part of our equity work in Distance Ed. The Chancellors Office added Accessibility to the Diversity Equity and Inclusion trainings, and we have offered multiple workshops in Accessibility tools and practices at Flex Day trainings. A dedicated Accessibility Specialist is needed to ensure we fulfill our goal of having fully accessible online courses available for our students.

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
1.		

2.		
3.		

(c) **Challenges and Opportunities:** Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).

The pandemic and ACCJC recommendation from 2020, provided opportunities in terms of grant funding and an external need to adopt online learning technologies and practices that impacted our entire campus across all departments from instructional services to student support services and affecting. As we head into AY 2023-2024, we find it challenging to establish an ongoing budget with general funds to fund professional development offerings as well as instructional technologies to support innovative, online teaching.

Additionally, DE team performed a review of only DE coded courses in Fall 2020 as part of the compliance process for the ACCJC recommendation. As we look ahead to the next ACCJC visit in Fall 2026, we are challenged with institutionalizing the course review process for all online courses and to create a mechanism for feedback that is iterative and ongoing.

We have also faced challenges in securing funding for an accessibility specialist position. While members of the DE team are able to offer best practices and resources for making content created in Canvas accessible, there is a lack of resources to support faculty in taking a deeper dive into accessibility tools and resources. In addition, we currently lack any tools to analyze and identify accessibility issues across all Canvas courses at our institution.

Thirdly, the DE team is able to look at general statistics around faculty completion rates for the Regular and Substantive Contact and Quality Online Teaching and Learning courses, it is challenging for team members to obtain information about who are the current teaching faculty per semester and to disaggregate that data into full-time vs. adjunct faculty and other demographics that might be helpful.

Finally, we lack measurement tools to measure the effectiveness of our training and adoption of tools and practices within Canvas and integrated tools. Similarly, faculty are also interested in looking at data to inform course design and pedagogy. For example, tools that could give faculty

members and the DE team the ability to look at which tools faculty are using to engage with students and identify best practices around engagement.

4. Planning
a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps**. Your summary should explain:
- SLO/SAO
  - What will your assessment focus on?
  - Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
  - Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
  - What is the planned activity or intervention?
  - Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment
  - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)? Not Applicable

b) **Program goals**
Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include:

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
  - Professional development activities
  - Institutional support

- o Collaborations
- o Training
- o Resources

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
Develop a data-informed process that evaluates the effectiveness of DE course design, ensuring compliance to DE policies, student-centered/equity-informed pedagogy, and research-based best practices	Identify data needed to support the development of CSM DE-specific course evaluation.	Have data system implemented with reporting tools	Fall 2025	ITS, DE Team, PRIE	Funding to purchase web services and training on applications that can extract data from Canvas.
Reframe access and participation to DE Professional Development offerings to broaden the value around continuous reflection, development, and improvement for faculty, classified professionals, administrators, and student employees.	Identify ongoing funding stream to provide ongoing offerings of QOTL 1 and QOTL 2 in support of the CSM Policy on DE Training Requirements.	Operational budget is loaded with FOAP identified for ongoing DE trainings	Fall 2025	VPAS	Identify FOAP and General Funds to support ongoing training.

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
Partner and participate in the CVC-OEI Consortium to increase student access to quality-ensured online courses and implement additional online resources and support services.	Develop and certify 5%-10% of DE coded classes to be CVC Course Exchange ready.	Become a Home College Align 2 courses and in the process certify our local POCR process	Fall 2025	ITS, VCI, VPI, and VPSS	ITS support for technical integrations with CVC-OEI. VCI and VPI support and prioritization of these items. VPSS to identify resources in A&R and Financial Aid to serve to attend training and point of contact for students taking courses in the Exchange.
Partner and participate in the CVC-OEI Consortium to increase student access to quality-ensured online courses and implement additional online resources and support services.	Advocate for the hiring of an Instructional Accessibility specialist to work with faculty to meet the CVC-OEI Course Design Rubric standards.	Post and Hire an Instructional Accessibility Specialist	Fall 2025	Cabinet and HR	Funding and approval of position needed.

5. CE Only

a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:

- State of California Employment Development Department, Labor Market Information Division (the official source for California Labor Market Information):
- Employment data (by Program Top Code) from the State Chancellor's Office

b) Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.

c) Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc.).
d) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?

Not Applicable