

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name: Online Education
2. Name of individual(s) completing the form: James Capurso
3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

The feedback from RAPP has continued to guide our decision making as we work to strengthen the online teaching and learning experience for both faculty and students. Building on our previous efforts to humanize online learning, we expanded and refined our professional development programs with an even stronger focus on regular and substantive interaction. When humanizing online learning, our goal is to center on connection, empathy, and instructor presence to create a more relational and student-centered online environment.

Recognizing the diverse digital proficiency levels among faculty, we further designed our training to ensure that it remains accessible, flexible, and responsive to faculty needs. Those with advanced skills continued to move through the material efficiently, while faculty who required additional support benefited from new scaffolding, expanded workshop offerings, and more individualized assistance. While there is no way for us to easily gather data points on gaps with different employee groups, our yearlong Regular & Substantive Interaction (RSI) training with over 400 faculty participating offered us insight into where our faculty currently stand and what the different needs of our faculty are.

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

Since our last program review submission, several significant developments have taken place. Our primary focus over the past year was the implementation of the collegewide RSI training. After completing the final cohorts at the end of the Spring quarter, more than 400 faculty successfully completed both Part 1 and Part 2.

Building on this foundation, we have leveraged the RSI curriculum to develop a more comprehensive Online Teaching and Learning course designed to support all faculty teaching online. In parallel, we are updating the Canvas Certification course to incorporate stronger accessibility components and modernized guidance aligned with current best practices.

As AI has become a growing area of interest, we also expanded our offerings to include AI focused workshops and office hours, helping faculty explore how generative AI tools can enhance teaching, feedback, and course engagement.

In addition to these core initiatives, our team was tapped to support OER development through accessibility checks, ensuring faculty created OER materials meet accessibility standards from the start. Finally, we are exploring ways to track faculty participation through digital badges, which would provide clearer documentation of completed training and support future professional development planning.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Cultivating a Culture of Collaborative Decision-Making

Goal Title: Strengthen Collaborative Governance for Online Learning

Goal Description: Establish an Online Advisory committee or subcommittee to foster a collective approach to decision-making that guarantees effective adoption and seamless implementation of new tools and initiatives. Understand the evolving needs of our campus community to enable ongoing progress and success within the online environment.

Responsible Parties: Instructional Designers, Faculty Coordinator, Admin Assistant, and OELR Dean

Collaboration with: Professional Development, Academic Senate, DSPS Division, Institutional Research & Planning, and the Communications Dept.

Over the past year, the Committee on Online Learning (COOL) has continued to establish a strong culture of collaborative decision making. With COOL now fully established and functioning consistently, we have seen increased faculty engagement and clearer alignment between instructional needs and institutional policy. This year, COOL expanded its work by revising the modality request process and creating a guide form for faculty to refer to. In addition, COOL also began formal discussions on AI integration and responsible use policies, leading to updated language, the student rights policy, faculty academic integrity resources, and four levels of guided use for students using AI in a course. Additionally, COOL helped in organizing and strategizing our PD offering for the Fall 2025 quarter and continued to work on setting guidelines for Agentic AI use at De Anza. Since COOL has been our primary focus and the campus Technology committee addresses the broader topics of technology and learning at our campus, we have been evaluating the need to have the Online Advisory Team as a separate committee. Given the existence of District and De Anza's Technology committees and COOL, one more committee on related to online education seem redundant.

Evidence Used to Monitor Progress: Meeting minutes, completed modality requests, faculty feedback, and shared governance survey

How the Goal Was Assessed: Review of committee productivity, attendance patterns, and clarity/consistency of recommendations

Changes Made Based on Assessment: Improved workflows for COOL streamlined the modality request process and an updated representation body for COOL helps improve our ability to make quorum and hold meetings.

Providing Training and Support

Goal Title: Provide training and support to our online community to ensure the success of learners and instructors.

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

Responsible Parties: Instructional Designers, Faculty Coordinator, Admin Assistant, and OELR Dean

Collaboration With: ETS, Foothill College Online Department, Professional Development, Library Computer Lab, and Academic Senate

This year, we saw significant growth in faculty engagement with the RSI training. Following the full implementation of the required RSI training last year, we focused on implementing this training across the college. Over 400 faculty completed both Part 1 and 2 of the RSI training, which certifies them to continue teaching online courses at De Anza. We expanded the course to include Accessibility, Course Design, and Assessment strategies and updated the course into the Online Teaching and Learning (OTL) course moving forward. Additionally, we are updating our Canvas Certification course, now called Canvas Orientation, to include accessibility and updating the training for Canvas' updates over the last few years. Our commitment to training and support remained strong through weekly office hours, diverse workshop offerings, and a notable rise in one-on-one consultation sessions.

Evidence Used to Monitor Progress: Training completion records, workshop attendance data, and faculty surveys

How the Goal Was Assessed: Analysis of RSI survey results and patterns in support needs

Changes Made Based on Assessment: Updated the RSI training and incorporated feedback into OTL design, increased availability of short, targeted support sessions for high-demand topics such as AI

Embracing and Integrating Educational Technology

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

Goal Description: 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

Responsible Parties: Instructional Designers, Faculty Coordinator, and OELR Dean

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

Over the past year, we have made notable progress in both strengthening foundational digital teaching practices and promoting the effective use of existing tools. We substantially increased the usage of the PopeTech Accessibility tool through including it in the RSI training courses. Faculty adoption of Pronto increased as well, supported by targeted training and demonstrations. With faculty now demonstrating stronger core competencies, we expanded our exploratory work with new platforms. COOL and other interested users tested Harmonize and resulted in initial findings that will inform future implementation decisions. Meanwhile, our continued emphasis on accessibility and RSI alignment ensured that technology use remains rooted in meaningful pedagogy rather than tool proliferation.

Evidence Used to Monitor Progress: Usage analytics from Canvas integrated tools, faculty feedback, and support request trends

How the Goal Was Assessed: Evaluation of tool adoption rates, alignment with pedagogical needs, and feedback from pilots and early adopters

Changes Made Based on Assessment: Shifted emphasis to strengthening core Canvas practices; enhanced accessibility-focused training

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources 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 areas mentioned.

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client

satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

To date, the Online Education Center has not submitted previous resource requests for personnel, instructional equipment, or facilities upgrades. We have operated within our existing capacity by maximizing current tools and strategically prioritizing essential training and support services. While this approach allowed us to maintain core operations, it also placed practical limits on what we were able to accomplish, particularly as the scope and expectations of online learning have expanded across the college.

The rapid growth in instructional technology, heightened accessibility requirements, and increasing faculty demand for support have significantly shifted our operational landscape. Over the past year, we have seen substantial increases in training needs, one-on-one design consultations, RSI related support, accessibility reviews, and requests guidance on emerging AI tools. Without dedicated additional personnel or upgraded technological resources, our ability to respond quickly, provide individualized support, or scale new initiatives has been constrained.

While we have continued to meet essential needs, the rising demands on online instruction and compliance underscore the necessity of future resource requests. Moving forward, we plan to submit formal requests to ensure we can adequately support the evolving requirements of high-quality online teaching and learning. Ideally, we would secure a Director/Associate Dean of Online Education to coordinate professional development across disciplines and lead the expansion of OER efforts at the college. More urgently, we need an Accessibility Specialist who can help ensure all published materials, which include Canvas courses, OERs, and college websites, meet federal accessibility standards. Additionally, a Technology Training Specialist would be useful for faculty and staff that need support for Microsoft Office, multiple AI tools, and basic computer usage. These additions are critical for maintaining the level of support our faculty require and for advancing institutional goals related to equity, innovation, and student success.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

Although our previous resource requests have primarily focused on operational needs such as conference attendance, software for student evaluations, and general supplies, the Online Education Center has continued to support disproportionately impacted students indirectly by equipping faculty with the training and guidance needed to create accessible, well structured, and engaging online courses. Our emphasis on accessibility, RSI, and inclusive course design has helped strengthen the online learning environments that DI students depend on.

While we have been able to meet immediate faculty needs, limited staffing and specialized resources have constrained our ability to offer more proactive accessibility reviews, individualized consultations, and expanded training opportunities that would further support faculty in addressing equity gaps. Even with these constraints, we remain committed to advancing equity through robust faculty development, and we anticipate submitting operational requests again this year while preparing for larger, future requests that would allow us to deepen and scale this work.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). 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)

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>New for Fall 2025:</p> <p>Conduct at least four faculty workshops per quarter focused on best practices in online pedagogy, accessibility, and the use of instructional technologies, in partnership with the Office of Professional Development. (AUO 2.1)</p>
--	--

<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>Count of workshops and average attendance.</p> <p>Fall 2025 Workshops:</p> <p>AI Tools & Assessment Strategies</p> <p>AI Tools & Accessibility: "The Big 7" & Pope Tech</p> <p>Using AI Tools: UDL, Backward Design</p> <p>AI Tools & Designing Rubrics with AI</p>
<p>Summary of Assessment Results</p>	<p>We are on track to meet this objective, but we remain flexible on topics to cover and will be based on topics covered based on faculty demand.</p>
<p>Reflection on Results</p>	<p>While this is a new AUO, it is aligned to the AVPIs AUO and provides us with clear objectives. If in the future, if our department grows, the target number of workshops per quarter will also grow.</p> <p>Also, the marketing of these workshops continues to be a challenge, so partnering with the Office of Professional Development has really helped us. We will continue to monitor the attendance to help determine the number of workshops to offer per quarter.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>We are strengthening our collaboration with the Professional Development (PD) office to better coordinate training opportunities and align priorities. As part of this effort, we are creating clearer links between our workshops and the professional development points faculty can earn, making it easier for them to track progress and receive credit for their learning. These enhancements aim to streamline participation and increase the visibility and impact of our training programs.</p>

Please email this form to your dean/manager.

10. Dean Manager Comments:

The Online Education Department has demonstrated significant achievements over the past year, reflecting a growing efficiency in operations and a deeper understanding of both faculty needs and student success factors. Operationally, the primary achievement has been the successful implementation of the collegewide Regular and Substantive Interaction (RSI) training, which saw over 400 faculty successfully complete both parts, thereby gaining crucial insight into where faculty stand and what support they require. Leveraging this foundation, the department streamlined professional development (PD) by developing a more comprehensive Online Teaching and Learning (OTL) course, which evolved from the RSI curriculum.

Efficiency has also improved through strengthened collaborative governance. The COOL committee has been fully reestablished and functions consistently, leading to increased faculty engagement and the establishment of clear alignment between instructional needs and institutional policy. This collaborative decision-making process resulted in improved workflows, including revising the modality request process and creating a faculty guide form. Furthermore, the team enhanced core digital teaching practices, achieving a substantial increase in the usage of the PopeTech Accessibility tool, reinforcing the department's commitment to accessibility and compliance. Efforts to "humanize online learning" by focusing on connection, empathy, and instructor presence underscore a commitment to creating a more relational and student-centered online environment.

Our ability to serve students better is demonstrated by our continued effort to support disproportionately impacted students (DI) by equipping faculty with the training and guidance needed to create accessible, well-structured, and engaging online courses. The emphasis on accessibility, RSI, and inclusive course design has actively strengthened the online learning environments relied upon by DI students. As a response to evolving instructional needs, the department also expanded offerings to include AI-focused workshops and office hours, helping faculty explore how generative AI can enhance teaching, feedback, and course engagement.

Looking forward, the department expresses hope for future growth and scaling of support, driven by the increased operational knowledge gained from current efforts. Strategies are in place to strengthen collaboration with the Professional Development office to better coordinate training opportunities and improve the visibility and impact of training

programs. To ensure that the college can meet rising demands—especially those related to instructional technology, heightened accessibility requirements, and faculty support—formal resource requests are planned. The hope is to secure critical personnel, such as an Accessibility Specialist, to ensure all published materials meet federal standards, and a Director/Associate Dean of Online Education to coordinate PD and expand OER efforts. These additions are viewed as crucial for advancing institutional goals related to equity, innovation, and maintaining the quality of online teaching and learning required for student success.

11. Vice President/Associate Vice President Comments:

Online Education’s progress this year directly advances the AVPI Office guiding principles of Student Success, Equitable Access, Integrated Support, Responsive Infrastructure, and Innovative Practices. Most notably, the successful completion of collegewide Regular and Substantive Interaction (RSI) training at scale, with over 400 faculty completing both parts, represents a major institutional quality and compliance accomplishment that strengthens the student experience in online learning and supports consistent instructional expectations across divisions.

Building on that foundation, the expansion of RSI content into the Online Teaching and Learning course and the modernization of Canvas Orientation, including strengthened accessibility components, reflect meaningful continuous improvement and a clear commitment to inclusive, culturally responsive digital learning environments. The program’s governance work through COOL further aligns with the AVPI emphasis on coordinated instructional systems. Updates to the modality request process, development of faculty-facing resources, and continued work on responsible AI guidance and student rights language have improved clarity for faculty and departments and strengthened shared decision-making in a rapidly evolving instructional landscape.

At the same time, this update reinforces an institutional risk area that we should name clearly in planning and resource alignment. Demand for accessibility review, course design consultation, emerging technology support, and individualized faculty assistance has increased significantly, and sustaining high-quality online instruction at scale will require additional specialist capacity. In particular, the college needs to add **two Instructional Technologists** to support high-volume faculty troubleshooting, course support, and just-in-time instructional technology needs, while allowing instructional design capacity to remain focused on deeper course development and quality improvement. In addition, the need for an **Accessibility Specialist** is urgent given the scope of published digital

materials affected, including Canvas courses, OER materials, and related web-based content. As we continue aligning program review priorities across instructional support areas, these positions should be understood as core infrastructure for equitable access and compliance, rather than optional enhancements.

Finally, looking ahead, I support expanding COOL's role in developing a clearer, data-informed process for evaluating collegewide instructional technology subscriptions and digital learning tools. Establishing a consistent review framework that considers instructional effectiveness, equity impact, accessibility requirements, student usage, and total cost of ownership will strengthen decision-making and help ensure that technology investments remain aligned with teaching and learning priorities across the college.