Note: revisions have been highlighted. The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the center column directly into the APRU on TracDat. Save this word doc in the following format: s12apru_deptname. Last steps, remember, you will be uploading this copy in to the Trac Dat, Documents file.   ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. Please refer to your workshop handout or contact: leewheatcoleen@deanza.edu if you have questions.

Information Requested	Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.	? Trac Dat Help button will reveal (sorry no hyperlinks)
I.A Department Name:	**Distance Learning**	
Program Mission Statement:	Distance learning provides educational opportunities that are not limited to the time and space constraints of traditional classes. The Distance Learning Center helps the college extend its quality education by supporting faculty and students in distance learning courses. Services: - Offer customer service to students and faculty - support faculty in all DL related administrative duties - manage technology systems and resources - provide training and support for technology mediated courses	You may create a new one or copy from your 2008-09 comprehensive program review.
What is the primary mission of your program?	Learning Resources	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.		Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Number Certif of Achievement-Advanced awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program

Number AA and/or AS Degrees awarded:		If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to http://research.fhda.edu/factbook/deanzadegrees/dadivisions.htm leave blank if not applicable to your program
Academic Services and LR: # Faculty Served	50	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Student Served	1800	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
Academic Services and LR: # Staff Served	5	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support ,service learning,etc. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Faculty Employees	0	For ALL programs (Total FTEF that has changed this year, if the computer does not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html) 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Student Employees	0	For ALL programs. Total number that has changed this year. At this time only a numerical response will be accepted. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Part-time Faculty Employees	0	For ALL programs (Total PTFTEF that has changed this year, if the computer will not accept a decimal then please round up or down to the nearest whole number). At this time only a numerical response will be accepted. (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
# Staff Employees	1	For ALL programs. At this time only a numerical response will be

		accepted. ONLY report the number of staff that directly serve your program only, Deans will make a report regarding staff who serve multiple programs. 0 = no change; (X)= decreased; X = increased; blank= not applicable to your program
II.A-Growth and Decline of targeted student populations	Enrollment of targeted student population grew from 19% of total to 22%. With the big gain in the total enrollment, the number of targeted enrollment grew from 2,657 to 4,197, a 58% increase. Retention rate dropped slightly from 75% to 73%, although it is the same as the year before (08-09). The overall success rate is down from 63% to 57%;, of which, 47% for Hispanics, 35% for Blacks, 45% average for targeted groups.	Briefly, address student success data relative to your program Growth or decline in targeted populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to the sites: (Program reviews 2008 - 2010 available at: http://research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm AND program review 2010-11 http://www.deanza.edu/ir/program-review.html)
Trends in equity gap:	The student success rate has a 15% gap, which is a bit higher than the last year (12%), and lower than 08-09 (17%). This is in line with the overall college trend of slightly wider gap between targeted and non-targeted populations. Since distance learning enrollment grew 35% y-o-y, it is hard to conclude with such a change in the baseline for comparison what cause the slight differences in the gap number. Research and our own practice have shown us that instructor training and preparedness, technology support at institution level in general, and student services are all crucial to online student success. The growth in DL course enrollment and other tech-enhanced courses has put a strain on already small support staff and student services. It is hard to focus any customized support for one group versus another. New online instructors might not have all been provided sufficient practice and transition time to fully prepare for the online courses. The ideal process would be for an instructor to take incremental steps of incorporating online components into a traditional course, to teaching a hybrid course, then to teaching fully online course. Many new instructors did not have that experience.	Refer to http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf, p.16. Briefly address why this has occurred.

	Another thing to note is that under-represented students need more resources and support at the basic skills level, not just in academic areas such as English and Math but also in technology. The elimination of the CAOS program is a reduction in entry-level technical courses that these student could take to bring up their computer literacy to improve their success in other courses. The reductions in other technology-related areas will have the same effect.	
Closing the student equity gap:	Despite the challenges stated above, DLC along with other departments keep trying to implement training and support strategies to improve student retention and success for all students, including targeted groups. The Catalyst and Distance Learning Advisory Committee have met regularly and discussed an online course evaluation rubric to be adopted by De Anza faculty. A number of training sessions have been added to give faculty more resources and support on online pedagogy: Effective Practices Showcase (Fall 2011, Winter& Spring 2012) webinar: Online Student Retention: Assessing Why Students Stay And Why They Leave Dean Gregory Anderson sponsored a special event The Latino/White Achievement Gap in Online Learning to raise awareness and encourage dialogue. New on-campus Catalyst Student Orientations have been offered at the beginning of every quarter to help students get started using the system. Last year was when the majority of CAOS self-paced computer courses were converted to online format. While there was growth in enrollment of over all student population and targeted groups, the success rate dropped. This was partially caused by the fact that the first year of CAOS online couses were run as open-entry, self-paced courses where many students did not finish but did not drop. In Summer 2011 CAOS department started using the census drop strategy to make sure the students who remain in the classes had an intention to finish. This might help improve the student success rate in that area.	What progress or achievement has the program made relative to the plans stated in your program's 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap? ==See IPBT website for past program review documentation.== If a rationale for your strategies was not stated in the 2008-2009 CPRU, then briefly explain now.

Overall growth/decline in # students:	Distance Learning course enrollment grew 35%, with 346 sections in 09-10 and 466 in 10-11. Distance Learning Center along with Technology Resources Group also support on campus courses enhanced with online technology and hybrid courses. There has been tremendous growth in these courses. There were 251 non-DL sections in 09-10 on Catalyst and 444 in 10-11, a 77% growth. Total users including students and faculty that we supported through Catalyst grew from 14,994 to 16,841 in this period, a 12% increase. Since the number of unique users did not grow as much as number of course sections, it means the average number of courses an instructor is using Catalyst for has increased.	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	According to ACCJC requirements, De Anza will have to submit a Substantive Change Proposal for offering any degrees or certificate programs that are 50% or more available at a distance. In order to be approved, the college has to provide comparable resources and services to online students. This will involve many programs since most of the GE courses have online equivalents, and many CTE programs are well-suited for online delivery. The department has worked with the new leadership to bring awareness to the rest of the campus, and has proactively worked with a number of service areas to start collaboration efforts in providing services to online students.	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)
Progress in "Main Areas of Improvement"	The college still does not have a fully online degree, although CDI certificate program is full available online. Distance Learning enrollment did grow in the past year, but might not in the next year.	Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.
CTE Programs: Impact of External Trends:	NA	Career Technical Education (CTE) programs, provide regional, state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: www.deanza.edu/gov/IPBT/resources.html Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.
CTE Programs: Advisory Board Input:	NA	Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your

		program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.
IV. A Budget Trends	The department B budget has stayed the same this year. Since Catalyst hardware was covered from another fund, the department has been able to use some B budget for professional development and other much needed areas. The huge growth in Catalyst usage (35% up for DL courses, 77% up for non-DL courses) demands us to plan carefully. Hardware software needs in the next few years would be different depending if we try to maintain status quo or accommodate growth. Our student survey showed very positive feedback from students about Catalyst and their preference for more courses using online components. Leadership input will be required to direct us for the direction the college wants to take with technology-enhanced courses using Catalyst. Because it is impossible to plan and purchase major hardware on a year-to-year basis, it is highly recommended for leadership to consider a long-term plan and support strategy.	Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with Budget, please ask your Division Dean to give you the information.
Enrollment Trends	The elimination of CAOS program has caused a drop in DL enrollment in Spring 2012, and there will be more loss when the program is discontinued. Also when the college has been continuously cutting courses due to budget constraints, online courses have suffered a dis-proportionate loss (down 5% for Spring 2012). The reason is many online courses are taught by full-time faculty as over-load which has been cut back, or by part-time faculty who have been laid off. With the increase of hybrid courses, there is growth in enrollment for those as well as other traditional tech-enhanced courses that we support. See above II.A.4. De Anza online course growth trend and enrollment growth trend lags behind Foothill and many other comparable colleges. With the changes in budget and enrollment management decisions it is hard to predict what	Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. If you don't work with Enrollment Trends, please ask your Division Dean to give you the information.

	the future growth/decline for DL courses will be. In the 2012 DLC Student Survey, the majority of respondents (67% of the 360 total) said if online courses (or Catalyst and video streaming services) are not available, it would have a negative impact on their studies. Many said they would have to go to another college, or wouldn't be able to take a full load.	
V. A -Faculty Position Needed	growth	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed	Replace vacancy	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed Only make request for staff if relevant to your department only. Division staff request should be in the Dean's summary.
Justification for Faculty/Staff Positions:	Staff position requests: The department has been in conversations with Dean, AVP, VP for the last 3 years about the need to reorganize the department in order to meet the revolutionary change in the online teaching and learning field. At least one of the two Instructional Associate positions need to be updated into web-technology relevant positions. Or if funds are available, web-tech position(s) should be added. DLC works very closely with TRG. The growth or maintenance of technology in teaching and learning depends on the sustained staff members in both departments. The huge growths we have accommodated for years have not been supported by any staff position growth. In the coming years we will need to allocate growth resources in these two areas to just maintain status quo, let alone accommodate any more growth. Currently DLC has 4 staff members, the Supervisor, the Instructional Designer, and 2 Instructional Associates. We need one Instructional Technology Associate, and one Online Learning Technologist. Faculty Coordinator: same as last APRU. So to summarize, we actually have 4 possible staff change needs: 1. Instructional Associate, replace vacancy	Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, include all assessment data that supports a need for growth, etc.

	2. Instructional Technology Associate, as we've planned for reorganization to replace one of 2 IAs. 3. Web (online learning) Technician, growth position. 4. Faculty Coordinator, faculty position, growth position.	
Equipment Request	Over 1,000	A drop down menu will allow you to choose: Under $1,000 or Over $1,000 or no equipment requested. At this time, the majority of your equipment requests have been submitted through Measure C processes. But, if you have items that cannot be covered through Measure C, please input your requests here.
Equipment Title and Description, Quantity	The projected funding need for Catalyst is: $50,000 / year for maintenance $100,000 / year for annual growth over 20%	Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. Did this request emanate from a SLOAC or PLOAC process? Does this item require new or renovated infrastructure (eg wireless access, hardwire access, electric, water or heat sources . . .)
Equipment Justification	In the 2012 DLC Student Survey, the majority of respondents rated very positively on Catalyst, video streaming and DLC services. If the services are not available, it would have a negative impact on their studies. Please refer to detailed report in the Assessment and Documents area.	Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
Facility Request	Office space for DL and TRG staff, equipment, DL classroom, video studios (all will be moved to MLC in August 2012).	Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above and beyond what is normally included in a similar facility
Facility Justification	To maintain services	Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college mission or strategic goals? Etc.
B Budget Augmentation		How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? If you do not deal with the B budget directly, you can use the comment: "please refer to the Dean's summary".

Staff Development Needs	Staff need to keep themselves updated on the trends and best applications of technology, pedagogy, service for online teaching and learning.	What assessment led to this request? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?

SLOAC and PLOAC summary	* For Students:
	To be able to successfully use DLC resources to take technology-mediated courses.
	   * For Faculty:
	To be able to successfully develop and facilitate technology-mediated courses.
	   * For staff and other clients:
	To be aware of the services and resources provided by DLC and use them to support college missions.
	
	This year we focused on the student outcome for assessment, detailed report can be found in Documents area.
		What did you learn from your SLOAC and PLOAC activities this year?

Future plans		How do you plan to reassess the outcomes of receiving each of the additional resources requested above?
Submitted by:	April Weiming Qian Supervisor, Distance Learning Center	APRU writer's name, email address, phone ext.