Distance Education Plan

2022-2028

Table of Contents

Overview

This 2022-2028 Distance Education Plan was designed with the following in mind:
- Cuyamaca's Mission, Vision, Values, and Goals
- Distance Education Regulations
- Cuyamaca's DE Personnel Structure
- Funding Sources
- Program History

Mission, Vision, and Values	Laws, Regulations, and Policies	Support Structure
Budget	History	

College's Vision, Mission, and Values

College Vision: Equity, Excellence, and Social Justice Through Education

College Mission: Cuyamaca College advances equity and social justice through student-centered and innovative approaches to education. We strive to create unique and meaningful learning experiences that build upon the strengths and socio-cultural experiences of our diverse student population and the communities we serve by providing programs that lead to certificates, degrees, transfer, career opportunities, and ultimately social and economic mobility.

College Values

● Student-centered
● Equity
● Student Success
● Innovation
● Excellence
● Social Justice
● Community

[2022-2028 Strategic Goals](#)

- Increase Equitable Access
- Eliminate Equity Gaps in Course Success
- Increase Persistence and Eliminate Equity Gaps
- Increase Completion and Eliminate Equity Gaps
- Increase hiring and retention of diverse employees to reflect the students and communities we serve

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Cuyamaca College Distance Education Mission

The Cuyamaca College distance education mission is to optimize the students' experience in online courses and to help them succeed and reach their educational goals by ensuring high-quality, innovative, equity-minded, and accessible online instruction; offering robust support and training to faculty teaching online or using Canvas in their face-to-face courses; advancing efforts to equitize protocol and policies; and increasing the retention of diverse faculty.

Laws, Regulations, and Policies

Distance education is guided by numerous federal laws and regulations, state laws and regulations, accreditation requirements, state Chancellor's Office policies, and District policies.

Systemwide and District

- [Title 5 - California Community Colleges Curriculum (CCCCO)](#)
- [Distance Education | California Community Colleges Chancellor's Office (cccco.edu)](#)
- GCCCD [Academic Policy 4105](#) outlines policies on student authentication and verification, course certification, and state authorization.

Accessibility

- [Americans with Disabilities Act Amendments Act](#)

Privacy

- [Family Educational Rights and Privacy Act (FERPA)](#)

Copyright

- Student authentication while ensuring privacy
- Documentation of attendance and engagement
- Regular and effective contact (ensuring course is an online course rather than a correspondence course)
- Copyright
- Access to student services

Senate-Endorsed Online Teaching Evaluation Rubrics for Professional Development Purposes

- [CVC-OEI Course Design Rubric](#)
- [Peralta Equity Rubric](#)

Data: History & Trends

Program Growth

	SP 2018	FA 2018	SP 2019	FA 2019	SP 2020	FA 2020	SP 2021	FA 2021	SP 2022	FA 2022
DE online sections	145 (18.8%)	152 (21.1%)	181 (24.2%)	168 (24.2%)	220 (28.8%)	618 (97.3%)	637 (93.7%)	458 (72.9%)	421 (66.6%)	362 (58%)
DE FTES	591.42 (21.8%)	561.02 (21.5%)	664.23 (26.3%)	633.13 (25.8%)	790.10 (31.1%)	2,260.66 (99.3%)	2,121.95 (94.0%)	1,562.78 (77.1%)	1,467.90 (73.6%)	1,386.05 (64.7%)
Total DE Student Enrollment	5,425 (25.3%)	5,307 (25.6%)	6,178 (30.1%)	5,916 (30.2%)	7,458 (36.3%)	18,483 (98.9%)	17,903 (96.0%)	13,547 (84.2%)	13,082 (78.9%)	12,383 (70.2%)

Note: DE means 100% online and does not include hybrid courses (51% or more on campus)

The following additional data can be found in Appendix A:
- Fill rates for online classes
- Fill rates for face-to-face classes

The following additional data can be found in Appendix B:
- Disaggregated retention and success data by ethnicity and gender for online classes
- Disaggregated retention and success data by ethnicity and gender for face-to-face classes

Distance Education Goals

Goal 1: Instruction

Equitize Online Instruction-

The Distance Education team is committed to a culture of equity, excellence, and inclusion; to eliminating equity gaps that exist for disproportionately impacted student groups; and to increasing access, course success, persistence, and program completion for disproportionately impacted student groups. In addition, the DE team will increase and retain the number of faculty of color who teach online courses through intentional recruiting and mentorship. Because of this commitment, diverse online instructors and students will feel both an increased sense of belonging and will likely remain at the college.

To evaluate the progress of goal 1, the DE team will collect disaggregated student equity data and analyze the enrollment, success, persistence, and completion rates of disproportionately impacted student groups. Additionally, the DE team will create and administer qualitative surveys to gauge students' sense of belonging and inclusion, the extent to which they feel safe in the learning environment their instructors create, and the extent to which they feel respected and represented in the course materials and activities. The team will also collect data on faculty demographics to analyze the retention rates of diverse faculty teaching online classes, disaggregated for full time and part time.

Goal 2: Professional Development

Promote and facilitate equity-minded professional development opportunities related to online instruction-

The Distance Education team's second goal centers equity-minded professional development and culturally responsive teaching practices by offering training that meets diverse instructional, departmental, and institutional needs and accommodates a range of faculty experiences. Equity-minded professional development will mitigate student equity gaps in access, success, persistence, and completion, as faculty will be equipped to create a sense of belonging and inclusion in their classes and provide culturally relevant curriculum, in tandem with a meaningful and robust learning experience. In doing so, students will be successful, persist to the next semester, and complete their programs, as DE courses are instrumental to students' pathways.

This goal will be evaluated by administering qualitative surveys to faculty and staff to assess training needs, and, following training sessions, ask attendees the extent to which the sessions met their needs. The DE team will also continue to offer a diverse range of training and archive them. Last, the DE Coordinator will keep record of the instructors who earn Quality Reviewed (Peer Online Course Review) badges.

Goal 3: Resources

Offer equity-minded, accessible, and transparent resources related to online instruction that align with Title 5-

Goal 3 focuses on equitizing DE-related resources, such as the Regular and Substantive Interaction policy, updated best practices document that aligns with the Title 5 changes, accessibility resources, and the DE website. By ensuring the DE resources are equity-minded, accessible, and transparent, faculty will be equipped to leverage the resources to develop high-quality and equity-minded courses, which, in turn, will foster equity in access, success, persistence, and completion.

This goal will be evaluated by updating the current DE resources with an equity and accessibility lens. Once the resources listed in the action items below are updated, this goal will be considered met.

Goal 4: Protocols

Institutionalize equitized protocols related to online instruction-

The last goal is to institutionalize equitized protocols related to online instruction. Action items include converting all DE course materials to Open Educational Resources (OER), Zero Textbook Cost (ZTC), or Low Textbook Cost (LTC); and consulting the union to draft protocol for priority of assignment for seasoned online part-time faculty, for modifying the online teaching evaluation form, and institutionalizing a recertification protocol for online instructors. Last, the DE team is committed to diversifying the composition of the Online Teaching and Learning Committee (OTLC) to represent all instructional divisions.

Equitizing the protocol listed here aligns with the college's strategic goals because low or no-cost courses increase access and student success, particularly for disproportionately impacted student groups. Instituting protocols to protect seasoned online part-time faculty will promote retention of diverse faculty and ensure that students receive the best learning experience possible, which will promote access, success, retention, and completion. Modifying the evaluation form and instituting a recertification process for online faculty will ensure course quality, which will benefit students across equity outcomes and will help to retain diverse online faculty.

This goal will be evaluated by tracking the number of online courses that convert to OER/ZTC/LTC and updating or establishing new protocols as listed above. Once the OTLC has at least one faculty representative from each division, that will indicate that the action item is completed.

Distance Education Goals: Alignment with College Strategic Goals

	Cuyamaca Strategic Plan Goals				
	1.Increase equitable access	2. Eliminate equity gaps in course success	3. Increase persistence and eliminate equity gaps	4. Increase completion and eliminate equity gaps	5. Increase hiring and retention of diverse employees to reflect the students and communities we serve
DE Goals					
Eliminate equity gaps in retention and success in classes taught in online modalities	X	X	X	X	X
Promote and facilitate equity-minded professional development opportunities related to online instruction	X	X	X	X	X
Offer equity-minded, accessible, and transparent resources related to online instruction that align with Title 5	X	X	X	X	X
Institutionalize equitized protocols related to online instruction	X		X	X	X

Distance Education Plan: Goals and Action Items

Goals & Action Items	DE PLAN IMPLEMENTATION TIMELINE					
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
1. Eliminate equity gaps in retention and success in classes taught in online modalities						
Draft Online Equity Affirmation & Have it Endorsed by Academic Senate	X	X				
Draft Local Online Equity Rubric & Have it Endorsed by Academic Senate to be used for POCR & PD	X	X				
Student, Instructor, & Course Data Review from IESE	X	X	X	X	X	X
Support the establishment of 5 AA-T degree programs that are 100% DE ● Workshop on Cobbling together an Online Only AA-T degree + Articulation Officer ● All GE options for online degrees offered online ● Advertise programs as online		X	X	X	X	X
Develop or approve more DE courses for the Area F requirement		X	X	X	X	X
Faculty across disciplines share ideas, methods, and pedagogical practices that are implemented in online courses to enhance equity-minded teaching and learning in the student-centered learning environment that aims to close equity gaps.	X	X	X	X	X	X
Join Consortium as Home and Teaching College ● DE Team serves on local Consortium Team ● Members of DE Team and/or OTLC apply to serve	X	X				

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
on hiring committees in which positions will support Consortium membership ● Support integration of student services and library services in all DE courses ● Tutoring services, ensure we improve and continue online tutoring (NetTutor) ● Promote unique programs with online offerings to increase enrollment						
HUM STEM Participation	X	X				
Recruit and retain more online faculty of color	X	X	X	X	X	X
Goals & Action Items	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**
2. Promote and facilitate equity-minded professional development opportunities related to online instruction						
Certify all instructors to teach online	X	X	X			
Badge 75 online course sections through Peer Online Course Review ● Secure institutional funding to support POCR ● Target disciplines that are most often searched for in the Exchange	X	X	X	X	X	X
Develop and facilitate EMTLI Part 2 (Specific Equity Intervention for DE courses/Course Design Academy + POCR Badge) for DE Instructors		X	X			
Develop and facilitate Equitable Grading Strategies Community of Practice including how to implement strategies in Canvas	X	X	X	X	X	X
Institutionalize protocol and training to comply with accessibility Ed Code, Section 508 and Section 504	X	X				

(LINKS) • Improve institutional Ally score to 90% • Ensure course materials (Word Docs, PDF's, captioned videos, PPT, alternative formats, headings, descriptive links, etc) are accessible						
Consistently offer: • Accessibility training • HyFlex Training & Community of Practice • Teaching Online Certificate (TOC) course • DE Bootcamp • @ONE Courses–institutionalize free units for salary advancement • @ONE Webinar Series • Peralta Equity Conference • GCCCD Summer & Winter Camps • ASCCC OERI Webinars • FLEX Week PD • Instructurecon • Online Teaching Mentors • Online Teaching Conference	X	X	X	X	X	X
3. Goals & Action Items	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**
Offer equity-minded, accessible, and transparent resources related to online instruction that align with Title 5						
• DE webpage • Tip of the Week • Training for Getting a Course to be Taught Online (DE Addendum & Curriculum process) • Local Regular and Substantive Interaction Policy • Local Online Effective Practices Handout • Local, Regional, Statewide, and Federal Accessibility Resources	X	X	X	X	X	X

- Local, Regional, Statewide, and Federal HyFlex Resources - Online Teaching Blog - Drop-in office hours with DE Team - Student Orientation/Resources for Online Learning (in multiple languages) - Ensure that our IT team provides support for staff and students and also provides a safe learning environment for our students from "Hackers".						
Develop Resource Center for Part-Time Faculty for DE Courses (Overlap with TLC)		X				
Goals & Action Items	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**
4. Institutionalize equitized protocols related to online instruction						
All DE courses are ZTC/LTC/OER	X	X	X			
In collaboration with the union, draft protocol to promote POA for seasoned part-time online faculty	X	X	X			
In collaboration with the union, modify the online teaching evaluation form - Develop Rubric for more robust instructor evaluation - Train online course evaluators (Train the trainer)	X	X	X			
Institutionalize a Recertification process for DE faculty Union Contract Language adopted requiring Recertification for DE Education every 3 years. The first recertification will require submitting a course for POCR (unless the instructor has earned a badge already). For each subsequent recertification, options to include Statewide POCR,	X	X				

local POCR, creating/adopting OER, % of FLEX hours related to DE, taking an @ONE course, technology or accessibility training, POCR Self-Assessment, etc.						
Diversify composition of OTLC across divisions		X	X			

Implementation Plan

The Distance Education Coordinator will consult with OTLC to determine yearly goals and action items, submit funding proposals, and delegate tasks.

Support Structure

Organizational Chart

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                    ┌─────────────┐
                    │  President  │
                    └──────┬──────┘
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                    ┌──────┴──────┐
                    │VP Instruction│
                    └──────┬──────┘
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                    │ Dean of LTR │
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    │Assistant to │ │  Distance   │ │Instructional│
    │    Dean     │ │  Education  │ │  Designer   │
    │             │ │ Coordinator │ │             │
    └─────────────┘ └─────────────┘ └─────────────┘
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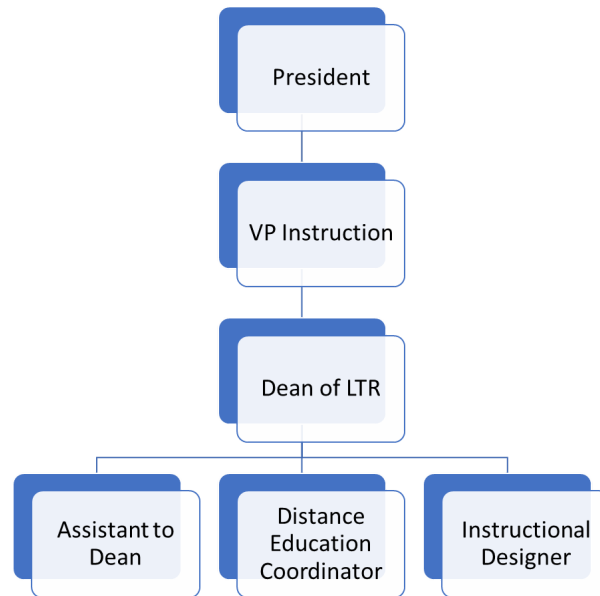
Dean of Technology and Learning Resources

- The dean works closely with the faculty Distance Education Coordinator in developing the direction and priorities of distance education at Cuyamaca College based on the Strategic Plan, (including the Student Success & Equity Plans and the Annual Implementation Plan), needs assessments, and state and federal guidelines. The dean serves as the co-chair of the Online Teaching and Learning Committee (OTLC), the shared governance body that oversees distance education at the college.

Administrative Assistant to the Dean

- The assistant supports the Online Teaching and Learning Committee (OTLC), by sending out calls for agenda items, taking minutes and posting them and related documents on the PDC website.

Distance Education Coordinator, Faculty

Within the framework of the College Strategic Plan and state and federal guidelines, the Distance Education coordinator:

- Coordinates and leads Online Teaching and Learning Committee (OTLC) meetings.

- Serves on college and district committees relevant to DE (CTC, Canvas Working Group, Instructure, TPPC, etc.).
- Serves as a resource on committees relevant to DE (Academic Senate, Student Success and Equity Council, Teaching and Learning)
- Serves as the main point of contact for state communications and requirements, including the CVC-OEI Exchange IMplementation efforts.
- Guides development of distance education goals and policy.
- Coordinates campus communication about DE.
- Coordinates professional development to support distance education.
- Participates in regional and state meetings, webinars, and conferences to keep current with changes and regulations.
- Leads efforts to improve course quality and student success (e.g. course evaluation, learning readiness assessment, etc.).
- Supports accreditation efforts.
- Distribute and collect any beneficial or required documentation of the online training program and other distance education activities.
- Develop a procedure and process to ensure that distance education classes are in compliance with state and federal guidelines, licensing and copyright laws and regulations, such as those relating to ADA and accessibility.
- Work with the Academic Senate, faculty union and appropriate administrators to recommend better systems and processes for the evaluation of distance education classes.
- Coordinate the annual needs assessment and develop annual goals for distance education.
- Work with the Curriculum Committee and OTLC to ensure that consistent application of curriculum standards applies to all courses proposed for distance education delivery.
- Track and monitor current and new distance education course offerings, and work with responsible personnel to promote, market, and advertise the online classes.
- Work with the Instructional Technology Design Specialist and the DSPS High Tech Center Specialist to assess and recommend appropriate educational technology and accessibility resources based on the latest issues, trends, legalities, best practices, and the current state of Distance Education.
- Seek input from the constituency groups for issues related to distance education, and develop these ideas into activities.Maintain currency of trends and knowledge of college, district, state and federal policies and procedures related to distance education.
- Work with librarians, counselors and other college personnel to ensure comparable services are offered to both online and on-campus students and promote the usage of these services among students, faculty and staff.
- Assist authors of Program Review and Annual Updates and the campus Institutional Effectiveness office with assessing DE courses and programs.
- Monitor the college web page to ensure it contains the most current information for faculty and students regarding distance education.
- Participate in allocating funds according to state guidelines and work together with the DE Administrator in the development of the campus distance education budget.
- Ensure the continued health and the continuous growth of high quality distance education programs by developing and regularly revising the college plan for distance education.
- Develop the infrastructure to support the appropriate expansion of distance education offerings at the college.

- Coordinate college distance education activities with the District and Grossmont College as needed.
- This is a two-year position with the option of reappointment for subsequent years.

Instructional Design Technology Specialist

- The Instructional Design Technology Specialist designs, develops and delivers faculty training, provides technical support for instructional technology, and assists faculty with technology and instructional design.

Online Teaching and Learning Committee (OTLC)

- OTLC reports to and submits recommendations for consideration and approval to the Instructional Technology Committee, Curriculum Committee, and Academic Senate as appropriate. OTLC coordinates and communicates with other college committees as needed.

Resources

- Federal Funding Sources
  - [Grants Overview | U.S. Department of Education](#)
- State Funding Sources
  - California Learning Lab Grants
  - Humanizing STEM Academy
- CCCCO System Funding Sources
  - OER Grants
  - ZTC $115 Million
- District Funding Sources
  - Emergency Allowance (if approved, $10.3M)
  - AFT stipends for HyFlex and other contractual training requirements
- Campus Funding Sources
  - Emergency Allowance (~$3-4M)
  - Equity Funds
  - Pathways
  - Strong Workforce
  - Distance Education Budget ($18,800/year)
  - Professional Development Funds
- Non-Profits
  - [Michelson 20MM: Innovations in Education & Higher Learning | Join Us](#)
  - [Homepage - The James Irvine Foundation](#)

Document History

DE Plan Workgroup Wrote "0" draft 6/1/22
Sent to OTLC for comments 6/2/22
DE Plan Workgroup Updated "0" draft 7/20/22
Sent to OTLC for comments 7/21/22
DE Plan Workgroup Updated "0" draft 8/1/22
Sent to OTLC for comments 8/2/22
Reviewed Updated "0" Draft during OTLC Meeting 9/9/22
Sent to OTLC via email for comments 9/12/22
Reviewed Updated "Draft 1" during OTLC Meeting 10/14/22
Sent to OTLC via email for comments 10/17/22
Reviewed Updated "Draft 1" during OTLC Meeting 11/4/22
Sent to OTLC via email for comments 11/7/22
Draft going to Academic Senate for information 12/8/22

Appendix A: Fill Rates

Fill Rate: Online Classes-Fall Semesters

Term Desc Location	Fall 2018			Fall 2019			Fall 2020			Fall 2021			Fall 2022	
	Num Sections	Enrollment	Fill %	Num Sections	Enrollment	Fill %	Num Sections	Enrollment	Fill %	Num Sections	Enrollment	Fill %	Num Sections	Enrollment
⊟ Cuyamaca College	152	5,307	72.15%	168	5,916	72.27%	618	18,483	73.53%	458	13,547	68.74%	362	12,383
⊞ Arts, Humanities & Social Sciences	52	2,018	83.91%	61	2,386	85.52%	258	7,924	82.15%	179	5,559	77.70%	160	5,505
⊞ Athletics, Kinesiology & Health Ed	19	700	66.99%	20	780	71.23%	49	1,451	62.17%	33	1,207	72.10%	34	1,395
⊞ Career & Technical Education	72	2,186	63.82%	77	2,336	62.09%	168	4,324	58.61%	137	3,205	51.51%	103	2,869
⊞ Counseling	5	223	89.20%	5	252	100.80%	17	493	58.27%	15	536	74.97%	13	546
⊞ Math, Science & Engineering	4	180	78.26%	5	162	56.06%	126	4,291	86.95%	94	3,040	77.12%	52	2,068
Total	152	5,307	72.15%	168	5,916	72.27%	618	18,483	73.53%	458	13,547	68.74%	362	12,383

Fill Rate: Face-to-Face Classes-Fall Semesters

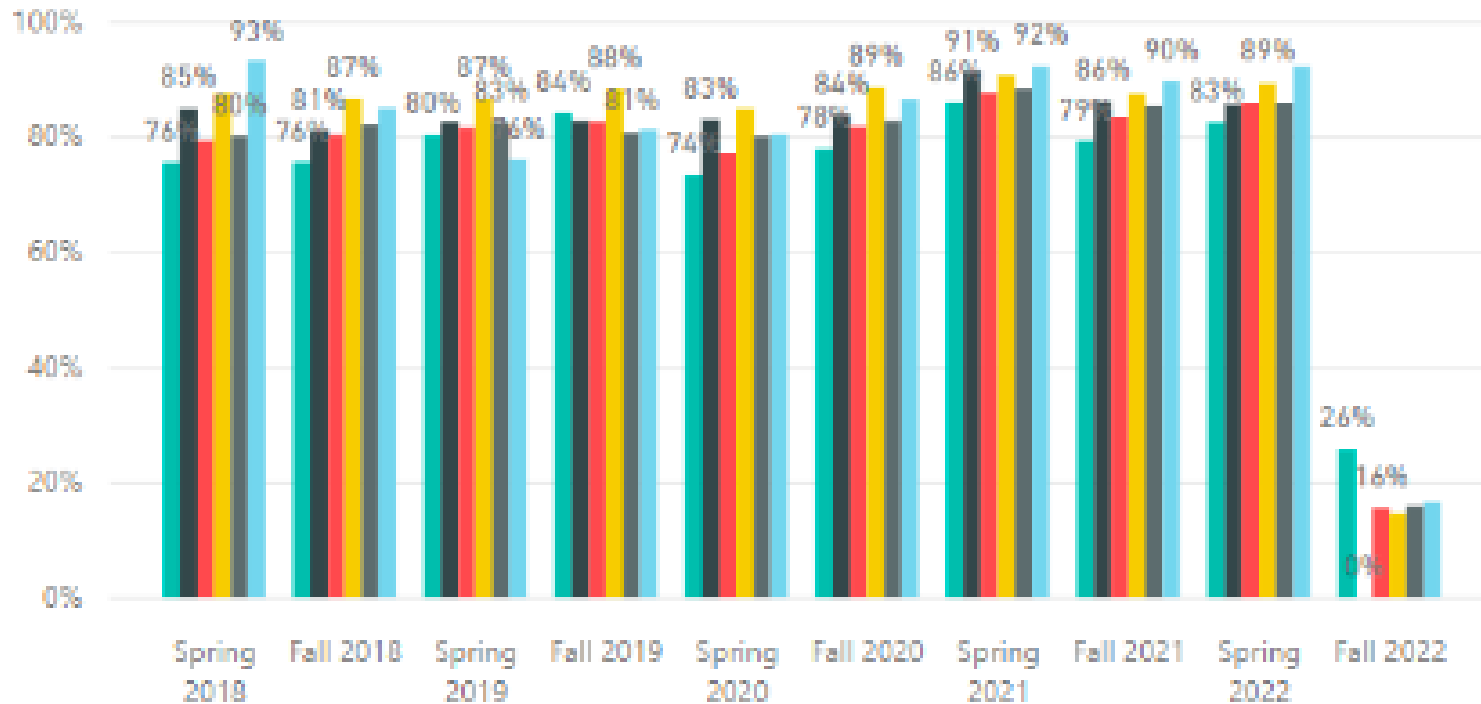| Term Desc Location	Fall 2018			Fall 2019			Fall 2020			Fall 2021			Fall 2022	
	Num Sections	Enrollment	Fill %	Num Sections	Enrollment	Fill %	Num Sections	Enrollment	Fill %	Num Sections	Enrollment	Fill %	Num Sections	Enrollment
⊟ Cuyamaca College	568	15,452	77.36%	527	13,658	75.30%	17	209	59.71%	170	2,549	65.85%	262	5,263
⊞ Arts, Humanities & Social Sciences	238	6,267	80.93%	218	5,647	78.78%	2	2	5.00%	71	942	70.72%	81	1,591
⊞ Athletics, Kinesiology & Health Ed	32	848	61.40%	36	749	49.44%				18	232	52.97%	20	287
⊞ Career & Technical Education	123	2,592	62.13%	123	2,505	62.78%	5	47	47.00%	43	537	51.98%	93	1,523
⊞ Counseling	30	1,003	86.84%	23	591	81.18%	10	160	76.19%	8	147	77.37%	8	113
⊞ Math, Science & Engineering	145	4,742	85.86%	127	4,166	87.96%				30	691	78.70%	60	1,749
Total	568	15,452	77.36%	527	13,658	75.30%	17	209	59.71%	170	2,549	65.85%	262	5,263

Appendix B: Disaggregated Retention and Success Data

Online Classes: All Divisions

Retention Rate by Term & Ethnicity (Online Classes)

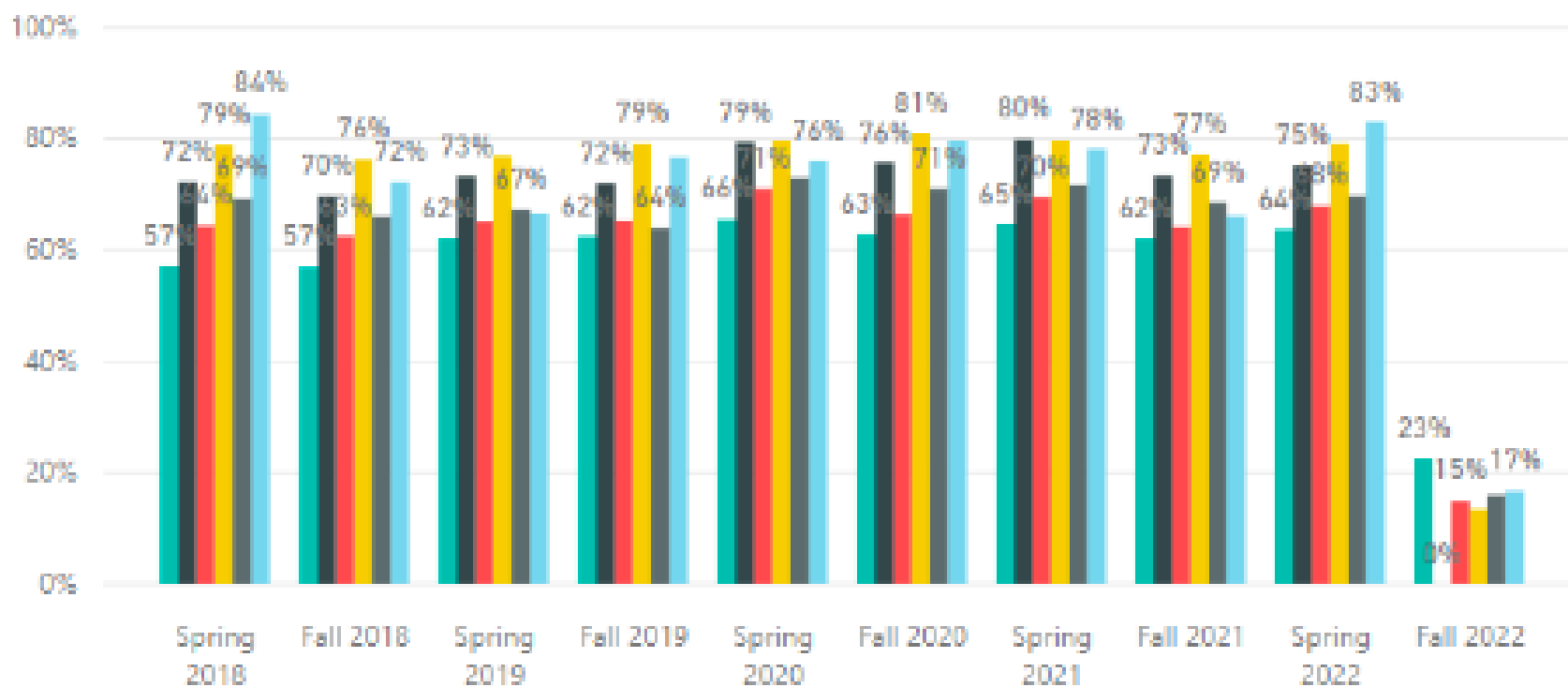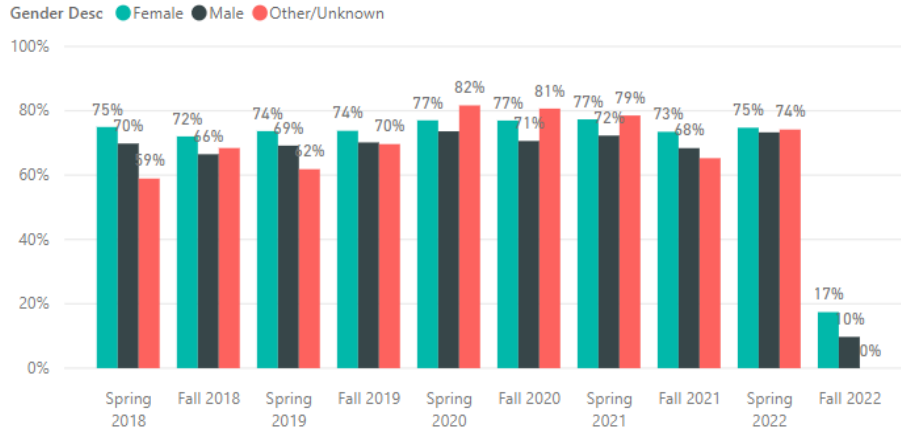# Success Rate by Term & Ethnicity (Online Classes)

Success Rate by Term and Ethnicity

Ethnicity (6) Desc ● 1 - African Americ... ● 2 - Asian/Pacific I... ● 3 - Hispanic/L... ● 4 - White ● 5 - Other ● 6 - Unknown

Success and Retention Rate by Term & Gender (Online Classes)

Success Rate by Term and Gender

Gender Desc ● Female ● Male ● Other/Unknown

Term	Female	Male	Other/Unknown
Spring 2018	75%	70%	59%
Fall 2018	72%	66%	68%
Spring 2019	74%	69%	62%
Fall 2019	74%	70%	70%
Spring 2020	77%	73%	82%
Fall 2020	77%	71%	81%
Spring 2021	77%	72%	79%
Fall 2021	73%	68%	65%
Spring 2022	75%	73%	74%
Fall 2022	17%	10%	0%

Retention Rate by Term and Gender

Gender Desc ● Female ● Male ● Other/Unknown

Term	Female	Male	Other/Unknown
Spring 2018	85%	83%	77%
Fall 2018	85%	81%	75%
Spring 2019	85%	83%	83%
Fall 2019	86%	84%	80%
Spring 2020	82%	80%	83%
Fall 2020	86%	83%	88%
Spring 2021	90%	89%	90%
Fall 2021	86%	84%	90%
Spring 2022	88%	87%	90%
Fall 2022	18%	11%	0%

Face-to-face Classes: All Divisions

Retention Rate by Term & Ethnicity (Face-to-face Classes)

Retention Rate by Term and Ethnicity

Ethnicity (6) Desc ● 1 - African A... ● 2 - Asian/Pa... ● 3 - Hispanic/... ● 4 - White ● 5 - Other ● 6 - Unkno...

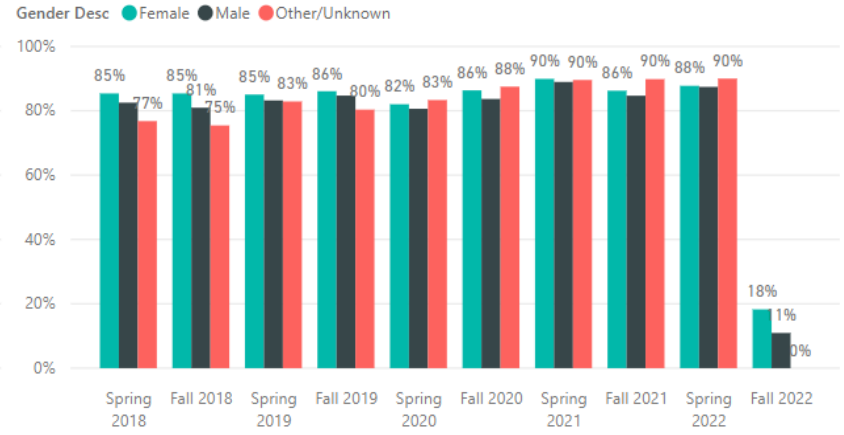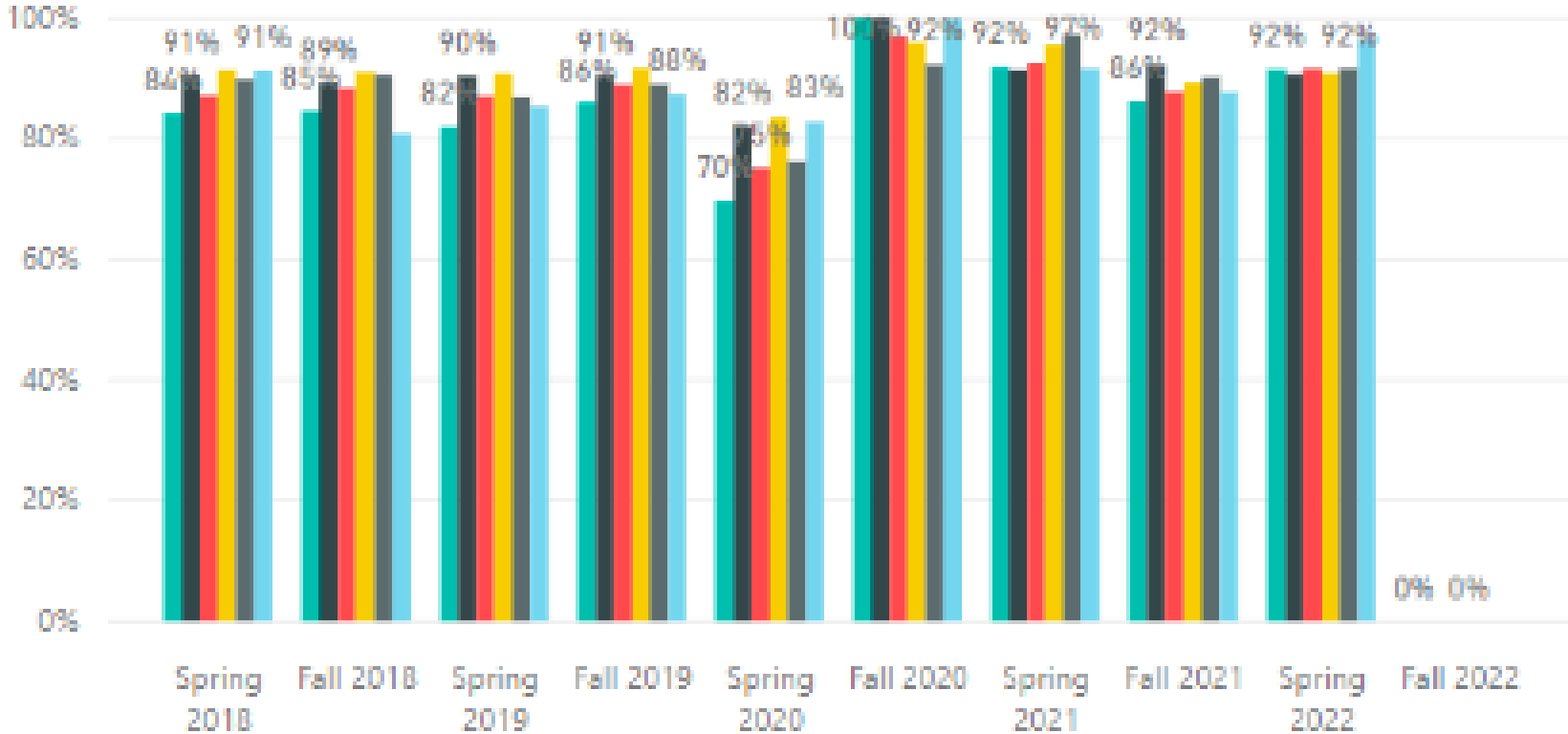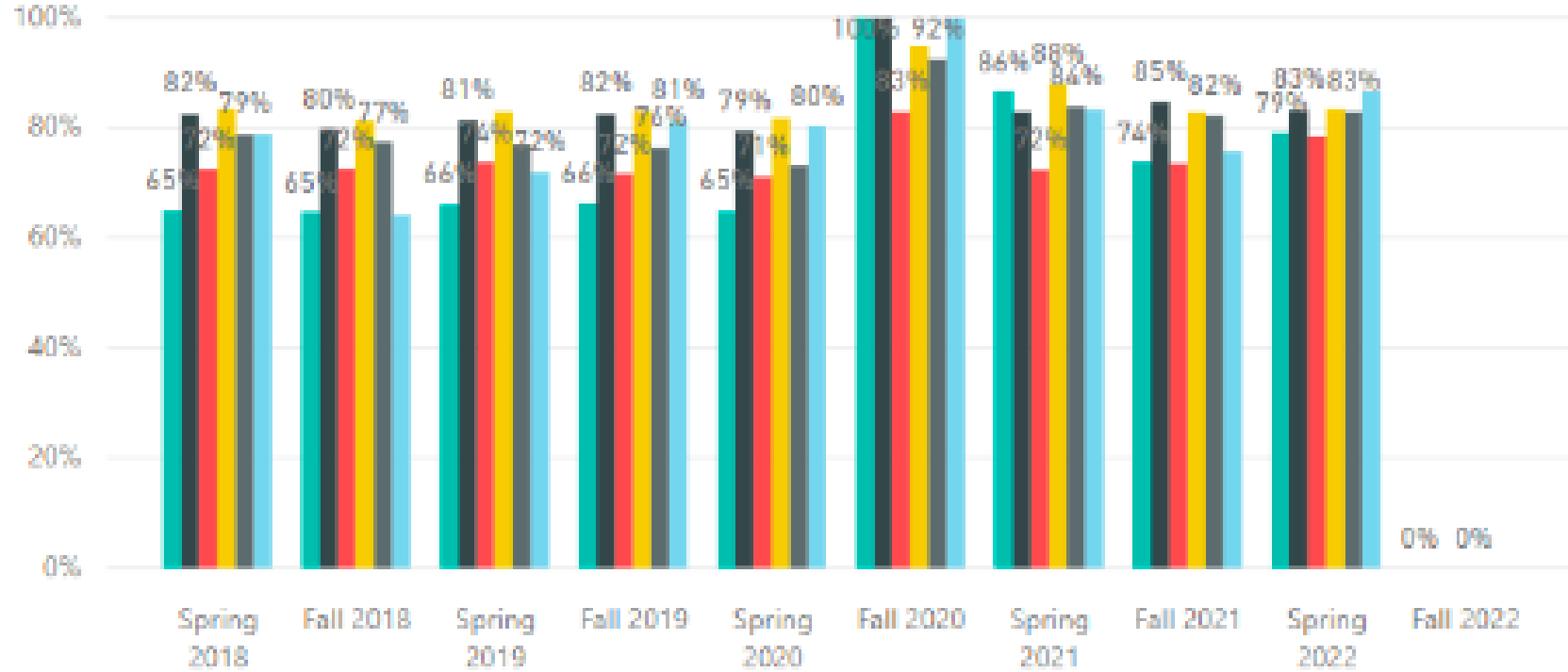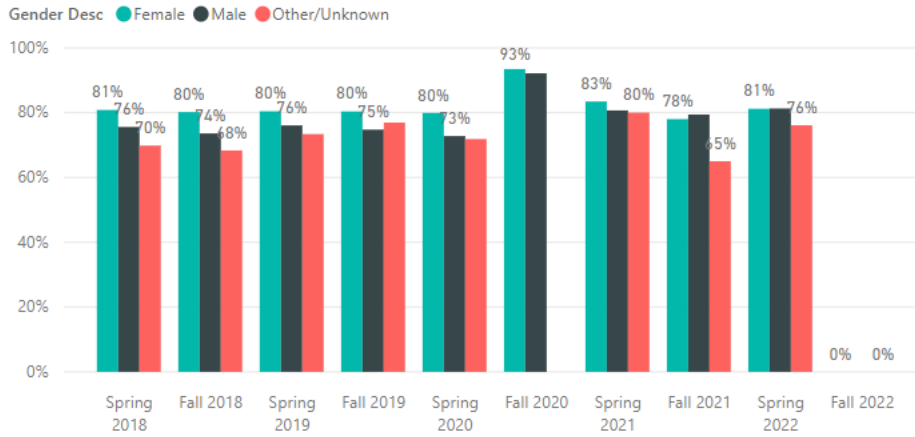# Success Rate by Term & Ethnicity (Face-to-face Classes)

Ethnicity (6) Desc ● 1 - African Americ... ● 2 - Asian/Pacific I... ● 3 - Hispanic/L... ● 4 - White ● 5 - Other ● 6 - Unknown

Success and Retention Rate by Term & Gender (Face-to-face Classes)

Success Rate by Term and Gender

Gender Desc ● Female ● Male ● Other/Unknown

Term	Female	Male	Other/Unknown
Spring 2018	81%	76%	70%
Fall 2018	80%	74%	68%
Spring 2019	80%	76%	
Fall 2019	80%	75%	76%
Spring 2020	80%	73%	
Fall 2020	93%	92%	
Spring 2021	83%	80%	80%
Fall 2021	78%	79%	65%
Spring 2022	81%	81%	76%
Fall 2022	0%	0%	

Retention Rate by Term and Gender

Gender Desc ● Female ● Male ● Other/Unknown

Term	Female	Male	Other/Unknown
Spring 2018	90%		92%
Fall 2018	91%		86%
Spring 2019	89%		88%
Fall 2019	91%		97%
Spring 2020	82%	77%	
Fall 2020	96%		
Spring 2021	94%	100%	
Fall 2021	87%		75%
Spring 2022	91%	89%	
Fall 2022	0%	0%	