Comprehensive Program Review

A. Department Information
Mission

Please enter your department's mission statement here.

> The mission of the First Year Experience Program is to assist new, first-generation, and underrepresented college students in the adjustment to the academic and social environment, and to provide foundations for success. We do this through employing equity-minded faculty who collaborate with other campus staff and departments to provide wrap-around services and academic support.
>
> First-year students will acquire college-level writing and analytical skills, and will make progress towards educational goals including transfer to four-year universities and/or completion of an AA or AS degree or certificate.

How does your program mission statement relate to the mission, vision and values of the college? (https://www.deanza.edu/about-us/mission-and-values.html)?

> FYE prepares students using best practices and multicultural curricula to carry out the mission of the college. Guided by the six success factors, FYE intentionally selects required courses for degree attainment and transfer. FYE focuses on first generation, historically underrepresented, and under-served students to increase course success, retention, and transfer rates which align with De Anza vision of developing an equity mindset. Through our counseling classes and peer mentors in our program, we empower students to attain their educational goals, which again is consistent with De Anza's mission.
>
> FYE also addresses the College's mission of providing an academically rich environment by taking our students on university tours and cultural field trips. Lastly, our culturally relevant curriculum includes, but is not limited to EWRT 2 which is a critical thinking course but also a social justice based curriculum in the rest of our courses and leadership opportunities and events.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
To increase understanding of college culture and navigation of the systems for academic success.	We want students to understand how to: 1.Ensure that they have the earliest possible registration date and understand how to get it. 2.Choose GE and how to use assist.org to find major prerequisite courses 3. Complete the financial aid process to it's entirety meaning submitting the FAFSA, then verifying it on their Financial Aid app in their portal, and finally submitting additional forms to complete the process.	FYE Counselor and Co-Coordinator	Language Arts Division, Social Sciences & Humanities Div., Biological Health & Environmental Studies, Intercultural Studies, SSRS staff and faculty, Institutional Research, Associate Dean of Learning Communities and Dean of Equity and Engagement	Helping students discover and settle on a major/career path; and then taking classes require to reach their goals of a degree and/or transfer. Also, we will include a tour and an information session of guided pathways in our CLP 5 courss.	Pre and post-survey of students in the cohort (i.e. a readiness assessment for their 2nd year); student educational plans; registration records	We will analyze the data from the survey to inform future programs; 90% completion of comprehensive and abbreviated educational plans; students in the cohort will move to Group 3 or higher by the registration date for their second term in the program. Also, in the pre-& post surveys for our students. They will be given survey's/questionnaires at the beginning of the school year in the fall and will be given the survey again at the end of the year at the end of the spring quarter. The survey will include questions about financial aid completion, GE requirements, and finding major prerequisites on assist.org
A rich and engaging on campus student experience.	Many students at De Anza college and other community colleges for that matter take mainly online classes or just come to class and go home and never really engage with campus life at De Anza college. In the FYE program we aim for students to really engage and feel part of the de Anza campus community. By connecting with other FYE students, instructors, students from other SSRS programs, and participating in other campus events, and services. They will immerse themselves in the De Anza community and really feel like they are a part of it.	FYE Counselor/Co-Coordinator(s)	Language Arts Division, Social Sciences & Humanities Div., Biological Health & Environmental Studies, Intercultural Studies, SSRS staff and faculty, and Institutional Research	One of the goals for guided pathways is for students to connect with other students will similar majors. Thus, this goes hand in hand with FYE because part of the program is to help them choose their area of interest. So once they have completed their first year, they will be able to connect with students of their majors of interest and create community with them.	The participation and volunteering of FYE students in campus events and other programs like the high school student conferences, using other resources like MPS, the food pantry, program	We will survey the students on the whether or not being in FYE impacted their overall student experience at De Anza. The survey will include different programs, campus events, and field trips attended while at De Anza

Changes Imposed by Internal/External Regulations or Factors

Are there factors unique to your program that may affect your enrollment, success rates or staffing that RAPP should be aware of? (e.g., curriculum changes, program reorganization, noncredit curriculum, loss of personnel, legislative mandates, etc.)

> The pandemic definitely impacted the success rates of our students. One of FYE's main strengths is the community our students create in our program. Pre-pandemic, they created community within their cohort and with FYE staff and faculty, SSRS staff and faculty, and other staff throughout campus. The resulting impact of moving to a fully remote environment for spring quarter 2020 and for the rest of the 2020-2021 school year affected our success and enrollment rates because community building was difficult to do online. Additionally, some of our students struggled with access to necessary technology like laptops and reliable internet, affecting their ability to successfully complete our courses. Once we were able to start offering in-person classes again in AY 2021-2022, those enrollment and success rates started to recover. FYE usually offers two cohorts of 30 students each, but that year we agreed to cap enrollment for the program at 45 students so that we could split one of the cohorts with the Umoja program in an effort to help jump start that program. Other important changes imposed by external regulations since the last time we submitted a comprehensive program review was the implementation of AB705. This policy meant that would could no longer offer our stretched EWRT 1A course that spanned two quarters, causing a reduction in course sections offered in our program as well as enrollment counts.

Enrollment Variables and Trends

Enrollment Trends First Year Experience						
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**5-yr %Inc**
Unduplicated Headcount	112	69	73	73	85	-24.1%
Enrollment	469	412	308	212	315	-32.8%
Sections	16	15	12	8	9	-43.8%
WSCH	684	515	438	279	402	-41.3%
FTES (end of term)	45	34	29	18	27	-40.0%
FTEF (end of term)	1.5	1.2	1.1	0.7	0.8	-46.1%
Productivity (WSCH/FTEF)	451	437	389	390	492	9.0%

In the data table above, what does the Enrollment trend indicate? For definitions of enrollment terms, please see the glossary (https://www.deanza.edu/ir/documents/Glossary.pdf).

☐ the data trend shows an increase in Enrollment

☑ the data trend shows a decrease in Enrollment

☐ the data trend shows no change and/or flat in Enrollment

Reflect on Enrollment Trends

Discuss the factors that would help the college understand your programs' enrollment trends. How may these trends align with your program mission and goals?

In 2018-2019, we had a higher headcount than the following years due to a third FYE cohort that was piloted. This was a one-time occurrence. When the third cohort was added, it was coordinated by an additional counselor. When the contract of that counselor was not renewed the following year, the 3rd FYE cohort did not continue. We have maintained two cohorts since, with the exception of the 2021-2022 school year where we had 1.5 cohorts due to splitting one of the cohorts with the Umoja program. Thus, the enrollment dipped slightly that year.

There was also a drop in enrollment and a drop in sections after 2020-2021 due to AB705. One of our cohorts had the stretch English 1AS & 1AT, but this was discontinued in 2021-2022 getting rid of one of our sections.

Another reason there is a decrease in both enrollment and sections in the 2021-2022 & 2022-2023 years is due to missing courses that are not reflected in our program review tool. It looks like we were missing 5 sections in one year and 4 in the other in both years bringing our total to 13 & 13 respectively instead of 8 & 9 sections. We suspect this happened due to sections being coded differently than our (FY) course designation. We found that most of our fall classes were coded incorrectly (F) instead of (FY) so they were not counted above.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

1. Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqltlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY).

2. Cite current industry trends.

3. Provide an overview of your program advisory committee's recommendations relating to existing and new course and certificate/degree offerings. Cite additional data when applicable.

NA

D. Course Success
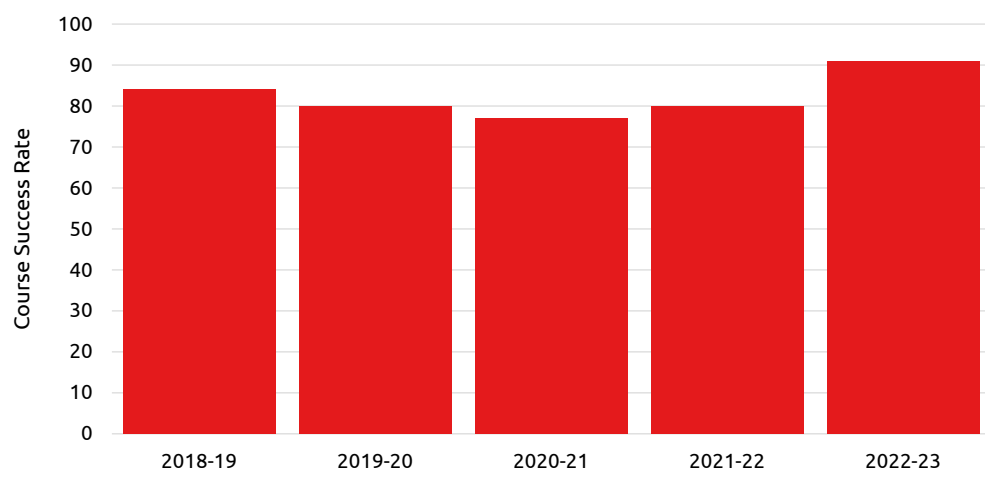
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Course Success

De Anza College

Who uses this report:
All users who want to further explore their enrollment or course success data.

What is this report:
This report is an extension of the Program Review Data Sheet. It has additional student characteristics and users can compare two groups of students at the same time.

Limits:

Limits:

Measures: Enrollments and Course Success Rate and Success Count

	2018-19			2019-20			2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	469	84%	396	412	80%	328	308	77%	237	212	80%	170	315	91%	286

Data loaded 17-Aug-2023

In the data table above, what overall trends are you seeing in Course Success?

☑   the data trend shows an increase in Course Success

☐   the data trend shows a decrease in Course Success

☐   the data trend shows no change in Course Success

Exploring Course Success Rate Trends

1. What could be factors that influence success rates in your department?

2. What strategies does your department have in place to increase or maintain current success rates?

3. Are there other trends that you see when exploring different courses in the same department (How to access success rates by course: https://www.deanza.edu/ir/documents/How_to_Access_Your_Program_Review_Data.pdf)

4. How do course success rate trends align with your program goals?

1. The increased success rates observed since 2021 are due to the re-establishment of face-to-face services and instruction. The move to an online environment during the pandemic negatively impacted course success (77%) and the report reveals the 2022-2023 course success at 91%. We expect to see success level out over time, but remain at or slightly higher than the college success rate of 80%.
2. We aim to maintain the current success rates by continuing the work of our collaboration of wrap-around services, academic support, and equity-minded faculty.
3. Course success rates reported through the program review tool for FYE reflect a variety of courses from different departments across multiple divisions. It would be difficult to extrapolate department wide trends due to how our course success data is coded for this tool.
4. We are meeting the goals of our program mission by helping students that are identified as having disproportionate impact in the college's success rates, succeed. Our success rates are 91% for all students which is very strong.. This is due to our program goals which directly target student success.

Course Success with Disproportionate Impact (credit and non-credit)

Limits: 2022-23

Who uses this report:
All users who want to explore student equity and disproportionate impact in course success.

What is this report:
This report highlights student groups with a negative percentage point gap and student groups experiencing disproportionate impact. Data reflects credit sections. Student groups with "N/A" enrollment denotes suppressed data.

How to interpret the data:
A negative percentage point gap means a student group has a lower success rate than the comparison group consisting of all students not in the student group being examined. When a student group is experiencing disproportionate impact, this means that (1) there is a negative percentage point gap and (2) this gap is unlikely to be due to chance. Programs are encouraged to prioritize discussions and address the student groups experiencing disproportionate impact.

New features:
To display only student groups with disproportionate impact, click on the link "Click here to show only groups with disproportionate impact." To add a comparison unit that is one level higher (e.g., course level compared to department level), **be sure to select a college, division, department or course,** then click on the link "Click here to show and compare disproportionate impact with [X]".

Success rate
The number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade. Rate is rounded.

Comparison success rate
The success of all students except for the group being examined (e.g., the comparison success rate for Latinx students is the success rate of all students who are not Latinx). Rate is rounded.

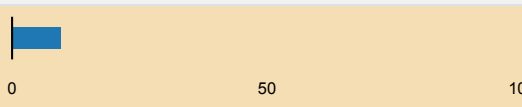**Additional successes needed to erase percentage point**
This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

Legend:

Yellow: Student groups experiencing a negative percentage point gap that is not statistically significant
Orange: Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method[1]

Currently showing all groups. Click here to show only groups with disproportionate impact.

First Year Experience						2022 Fall to 2023 Spring
Number of sections: 9						

Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Chart	Additional successes needed to erase percentage point gap
All Students	315	91%	91%	0		
Asian	17	94%	91%	+4		
Black	1	0%	91%	-91		1
Filipinx	0		91%			
Latinx	294	91%	86%	+5		
Native American	0		91%			
Pacific Islander	0		91%			
Unknown ethnicity	0		91%			
White	3	67%	91%	-24		1
Female	174	92%	89%	+3		
Male	135	89%	92%	-3		5
Non-Binary	0		91%			
Unknown gender	6	100%	91%	+9		
Foster youth	0		91%			
Individuals with disabilities	15	100%	90%	+10		
Low Income	157	86%	96%	-10		16
Not Low Income	158	96%	86%	+10		
Veterans	1	100%	91%	+9		

[1]The PPG-1 method follows the CCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

☐   there is no gap (e.g., 0)

☐   there is a negative gap of 5-percentage points or less (e.g., -5)

☐   there is a negative gap greater than 6 percentage points (e.g., -6)

☑   there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

☑   there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

☑   there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☑   there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

☑   there is no gap

☐   there is a negative gap of 5-percentage points or less

☐   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

☐   there is no gap

☐   there is a negative gap of 5-percentage points or less

☑   there is a negative gap greater than 6 percentage points

☐   there is a positive percentage point gap

☐   not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?

2. What are your thoughts on these differences?

3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?

4. Which additional student group did you choose to explore and why?

5. How do these trends align with your program's mission and goals?

1. While the AAPI success rates are slightly higher than the Latinx success rates both rates are still very strong, with our AAPI students being at 94% and our Latinx students at 91%.
2. While there are slight differences in success rates between our Asian and Latinx population, our enrollment at census for our Asian students was only 17 while for our Latinx students it was 294. Thus, the population of our Asian students in comparison makes their course success rates more susceptible to spikes and dips. Either way, we reiterate that performance of both groups is still incredibly strong.
3. We have a disproportionate impact in our program with our low-income students. We suspect that our low-income are less likely to have internet access, computer access, and transportation barriers. For example some of our low-income students must rely on the bus because they can not afford a car or gas. Since most of our students come from San Jose, some of them spend up to 3 hours on the bus daily coming to and from school. This inevitably takes time away from their school work and it's also very exhausting for them. Additionally, we can look further into possibly growing some of our other DI populations in the program.
4. Low-income students were the only area indicated in the report that showed a significant gap.
5. It is our program's mission to see students under-served by the college succeed. This group of students that have been identified as low income is highlighting a specific area that isn't explicitly called out in our mission statement, but is a challenge that is impeding the success of our students.

Teaching and Learning Strategies

1. What teaching and learning strategies might be helpful in narrowing any gaps in successful course completion?

2. How do the listed teaching and learning strategies align with your program's mission and goals?

The only gap we see is among our low-income students. In contrast, to the other groups are trending positively. The students need computers and struggle throughout the quarter to get them if they ever do. They also need access to free Wifi outside of campus.

Trends in Awards

saved report - pivot

Degrees and Certificates by Ethnicity

De Anza College

Who uses this report:
All users who need degree and certificate data.

What is this report:
This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Data loaded 22-Nov-2023

No data returned for the criteria selected

In the data table above, what are the trends in regard to the number of awards within your program?

Trends in Associate Degrees awarded show:

☐   an increase in the number of Associate Degrees awarded

☐   a decrease in the number of Associate Degrees awarded

☐   no change in the number of Associate Degrees awarded

☑   Not applicable

Trends in Associate Degrees for Transfer awarded show;

☐   an increase in the number of Associate Degrees for Transfer awarded

☐   a decrease in the number of Associate Degrees for Transfer awarded

☐   no change in the number of Associate Degrees for Transfer awarded

☑   Not applicable

Trends in Credit Certificates awarded show:

☐   an increase in the number of Credit Certificates awarded

☐   a decrease in the number of Credit Certificates awarded

☐   no change in the number of Credit Certificates awarded

☑   Not applicable

Trends in Non Credit Certificates awarded show:

☐   an increase in the number of Noncredit Certificates awarded

☐   a decrease in the number of Noncredit Certificates awarded

☐   no change in the number of Noncredit Certificates awarded

☑   Not applicable

Reflecting on Trends in Awards

1. What trends do you see across awards in your department?

2. How do the trends in awards align with your program's mission and goals?

NA

Reflecting on Award Offerings

1. For each program leading to an award, identify any courses that have not been offered in the last two years. Briefly explain why the courses have not been offered. For courses that will not be offered, how does your program plan to update the program so that students can complete the requirements?

2. Based on a review of course offerings and the number of awards offered and conferred, is your department planning on removing any degrees or certificates from the college catalog? If so, please list those being removed and a short explanation as to why.

3. Does your department have any plans to offer new degrees or certificates? If so, please list and provide a short explanation as to why.

NA

Staffing Trends

Faculty Workload

Faculty Workload
First Year Experience

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	1.3	0.9	1.1	0.6	0.5	-63%
Full Time %	83.4%	80.2%	100.0%	82.6%	57.1%	-32%
Overload	0.0	0.0	0.0	0.0	0.1	∞%
Overload %	0.0%	0.0%	0.0%	0.0%	15.3%	∞%
Part Time Load	0.3	0.2	0.0	0.1	0.2	-11%
Part Time %	16.6%	19.8%	0.0%	17.5%	27.6%	66%
Total FTEF	1.5	1.2	1.1	0.7	0.8	-46%

What trends do you see in the last five years in regard to the Full Time %? (i.e., percentage of classes being taught by full time faculty, not including overload or summer)

- ☐ the data trend shows an increase in Full Time %
- ☑ the data trend shows a decrease in Full Time %
- ☐ the data trend shows no change in Full Time %

Staffing Needs

Provide a brief overview of your department's staffing needs. Personnel requests are to be submitted on a separate form.

1. What are full time faculty needs to ensure the program's health, growth or vitality?

2. What are classified staffing needs to ensure the program's health, growth or vitality?

3. What strategies does your program have in place to ensure students are being successful when faced with the current staffing ratios?

4. What strategies does your program have in place to retain new faculty, if applicable?

1. Increased additional pay and/or release time, or PGA for maintaining program vitality and faculty morale. In addition to creating new curriculum every year, we also have weekly meetings on students' progress and give program updates. Every year our faculty contribute to planning our end of the year celebration which requires a lot of time and additional meetings. In order to be successful, our faculty will go above and beyond to support our students.
2. At this time we do not have any additional classified staffing needs.
3. One of our strategies is to have embedded tutors for our program. We will usually hire 2-4 past FYE students to serve as tutors/peer mentors for our new FYE cohorts.
4. We continue to try to recruit faculty who are willing to evolve and adapt to the needs of our students. A lot of our recruitment happens through word of mouth and by targeting instructors who are open to collaborating on multicultural and social justice focused curricula. Even though the program is more work than teaching a non FYE class, our instructors come back due to their own commitment to social justice, and their passion for working with DI population students. Also, since we are a team, our faculty not only feel a commitment to our students but to each other as well. Many of our instructors mention how meaningful our work is, which is why they keep coming back.

Assessment Cycle

Student Learning Outcomes Assessment Cycle

Navigate to https://www.deanza.edu/slo/#post which will take you to an accordion listing of SLO assessments under "Student Learning Outcomes and Assessments Summaries by Division"

1. Summarize the dialogue that has resulted from SLO and/ or PLO assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the SLO/PLO assessments conducted?

3. How do these strategies align with the program's mission and goals.

1. The last time we created SLO's and PLO's was in the 2019 academic year. Since then we haven't yet assessed our SLO's or PLO's. We look forward to revisiting this conversation with the assistance of new leadership in our department and our division.
2. The faculty meets weekly to discuss student progress in all of their FYE courses and to make sure they are keeping up and not falling behind. This ties directly to completing their educational goals and acquiring college-level writing and analytical skills. We are constantly coming up with different strategies to improve students success in all of their classes which includes but are not limited to adjusting course content and curriculum, creating more hands on and engaging lesson plans, connecting our students with other support services on campus like the Math Performance Success program (MPS), and the Student Success Center We have implemented annual college tours in an effort to expose and motivate our students to complete their goals of transferring. We have also implemented embedded tutors for our English Writing and GE classes to ensure course success.
3. These strategies tie directly to our program mission and goals. First and foremost our college tours that we provide will contribute directly to exposing and motivating our students to transfer to 4 year universities. When students tour campuses like UC Berkeley, UC Davis, etc. they can envision themselves there and thus, be more likely to apply and attend. Also, implementing embedded tutors will directly impact student development in English writing and critical thinking since these are the two courses our embedded tutors support the most.

Dean/Manager Comments

The learning communities within Student Success and Retention Services (SSRS) continue to set incredible standards in areas of course completion for students in their first year at De Anza College, reinforcing the College's belief that equitable outcomes for some of our most disproportionately impacted student groups is an achievable goal. What isn't accurately captured in this program review template is just how comprehensive the interventions and strategies are that allow for this level of success. Learning community counselors teach their own set of classes, are embedded in the other courses in the cohort, and provide case management counseling and services to not just the incoming cohort of students but all continuing students still in the program, up and through to their successful completion of their educational goals. As coordinators, they are designing and implementing co-curricular programming that invite new and continuing students to engage more deeply with De Anza College, build community amongst their peers, and explore concepts like identity, leadership development and college/career choice. These activities can occur during the work week, in the evenings, during the weekend, or in overnight trips.

SSRS faculty also work collaboratively with faculty and deans from other disciplines/divisions to provide a selection of GE courses that is culturally relevant to our population and satisfy transfer patterns. They meet over the summer and weekly during the school term planning

courses, discussing student performance, and engaging in professional development activities. What isn't captured in this template are the amount of student appointments held, the number of special events hosted or attended, the number of participants at those activities, etc. It cannot be understated the amount of work that goes into a Program Lead organizing all of these components that allow for the kind of success rates these programs enjoy.

While FYE's data is impressive, we suspect that this program review tool isn't pulling in all of FYE's enrollment and course success data due to a change in how FYE sections were coded in AY 2021-22 and AY 2022-23. The tool reports a drop in sections offered in those years, but reviewing the course sections for these years shows that the following courses were missing from the Fall 2021 data (EWRT 1A--2 sections; PSYC 1; COUN 5--2 sections) and from the Fall 2022 data (EWRT 1A--2 sections; COUN 5--2 sections). A cursory calculation of these missing sections suggest a loss of 147 enrollments for AY 2021-22 and 116 for AY 2022-23. This lack of data would also likely affect the success outcomes.

However, from the data we do have there are areas of growth FYE can engage in; namely through increasing enrollment of students from some of the DI populations that are missing or have such low enrollments and success that they are showing as NA. There is also room to develop some some success strategies for low-income students in this program. If issues like access to needed technology are on obstacle for students, how does FYE plan to be proactive about addressing those needs?

With that stated, last year's data shows their support for students with learning disabilities has led to 100% completion rate of reported enrollments, and the work put in to gain their footing after the pandemic is paying off with an 11% jump in course success rates (of reported enrollments) from one year to the next (21-22 to 22-23). I look forward to working with the FYE team to continue to support the program's growth and success goals.

STOP. Do not submit form. Please inform your dean/manager when the form is complete. They will submit the form when they have added their comments above.

This form is completed and ready for acceptance.