Comprehensive Program Review

A. Department Information
Mission

Please enter your department's mission statement here.

The mission of Student Success and Retention Services (SSRS) is to address historical and institutional inequities resulting in achievement gaps for underserved students by fostering a community of learners and leaders through innovative services and pedagogies that increase retention, persistence, graduation, and transfer rates. SSRS provides academic enrichment and support services for first-generation college students and students from groups that have been historically underrepresented in retention and transfer rates.

IMPACT AAPI is a learning community that is housed under the SSRS department, and supports the academic achievement by Asian American and Pacific Islander students – especially those from Pacific Islander (including Samoan, Tongan, Chamorro and Hawaiian) and Southeast Asian (including Cambodian, Filipinx, Hmong, Lao and Vietnamese) backgrounds.

We close gaps in academic achievement and transfer among Asian American and Pacific Islander (AAPI) students at De Anza, especially students from backgrounds that have been historically underrepresented or under-served in higher education.

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)?

The mission of De Anza College provides students with rich environments to challenge students and develop their intellect, character, abilities, realize goals and be socially responsible leaders in their communities. The SSRS department similarly fosters academic enrichment to our students and creates a community of learners who can actualize their educational goals. IMPACT stands for Initiatives to Maximize Academic Achievement and Thriving, which intentionally addresses specific achievement gaps within historically under-served AAPI populations. Through our department and more nuanced work within our programs, IMPACT helps students with communication/expressiveness, information literacy, physical/mental wellness, civic capacity for global, cultural, social and environmental justice, and to develop critical thinking skills through yearly transfer course curriculum, culturally relevant programming and pedagogues, case management and counseling, all while creating strong community for our students.

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?
Hire a IMPACT Faculty Co-Coordinator	The goal of having a co-coordinator is to support, strengthen and expand the IMPACT program. As of now, there is only 1 full-time faculty working in the program to coordinate and counsel new and continuing IMPACT students. The need of a co-coordinator for this program is an equity issue. Other programs that do similar work as IMPACT do have co-coordinators. Also, there are not enough hours a week allocated to complete all counseling and coordinating duties. Having a co-coordinator would help to efficiently and effectively run the program to enhance the overall student experience and better support the communities we work with.	IMPACT AAPI Coordinator, Associate Dean, Learning Communities, Dean, Equity & Engagement,	Vice President of Instruction, Associate Vice President of Instruction, Human Resources, Adminstrative Services	In the spirit of the guided pathways model, students are placed in "villages" to replicate the well-known aphorism – "It takes a village" to support a student. With a co-coordinator, our program can better serve each of our students by expanding our own IMPACT village and more efficiently provide services to our students. As guided pathways has used learning communities as a model, we focus similarly on academic engagement, student services, and social support for students.	The evidence used to monitor progress will be creating clear goals and objectives for co-coordinating in the form of a job description. Additionally, having weekly meetings to analyze data for new levels of student engagement with additional opportunities provided to them. Also, the change in the number of counseling-related services being provided and engagement in non-IMPACT but De Anza related resources.	The achievement of this goal would be hiring someone for the co-coordinator position and having the college allocate funding to hire this faculty member. This would show that the assessment of the goal worked. And assess annual program goals, include deadlines to ensure goals of coordinating responsibilities are met and implement strategies, adjusting the goals and approach if needed.
More focused programming around Pacific	The goal is to develop more intentional support and resources for Pacific Islander students at De	IMPACT Counselor/Coordinator; Dean,	Associate Dean, Learning Communities; Dean, Equity and	Some of the core values of guided pathways are to ensure equity-focused,	Evidence used to monitor the progress would be to create a	Results of the survey or focus groups can be a way

Islander students.	Anza. Step one would be to increase outreach to Pacific Islander students at the high schools with larger Pacific Islander populations and participate in Pacific Islander conferences/community events. Step two would be to increase the number of course offerings in the ICS department around Critical Pacific Islander Studies–eventually leading to a certificate program. The third step would be to create a Talanoa speaker series to engage Pacific Islander community leaders with the De Anza faculty, staff and students. "Talanoa" is a generic term referring to a conversation, chat, sharing of ideas and talking with someone.	Intercultural/International Studies	Engagement; NAIS faculty; Associate Vice President of Instruction; Curriculum Committee/Academic Senate	institutional change; and as a college, proactively assist students in obtaining necessary resources. It is important to be committed to listening to and hearing students' stories and counting them as valuable experiences in supporting student success. With the Talanoa series, we would be able to meet the guided pathways values and give space to a population that is on our equity plan but is often forgotten. With an increase in resources, our program can also meet another value of guided pathways by providing in-service training related to the Pacific Islander community to teach the staff, faculty and students more about supporting this community and creating a culture of engagement, mutual respect and meaningful interaction for the campus.	team specifically for this initiative and plan to implement the Talanoa series and survey Pacific Islander students to see what programs they need/want. Evidence that the Talanoa series is successful is a list of speakers for the year and having them booked for the year. Also, evidence of successful outreach can be an increase of Pacific Islander students signing the interest form for the IMPACT program. Furthermore, evidence that another Pacific Islander class filling is that more classes are created to expand a potential certificate program.	to assess the achievement of the goal. Also, we would create another Pacific Islander class and then track and monitor students who are filling the course and/or attaining the certificate.

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.)

When we had the AANAPISI grant (about 3 full-time faculty/staff and 3 part-time staff), there was the ability to increase programming and the number of AAPI students served. Without the grant funding, loss of personnel and the reorganization of the program, one person is assigned to serve as the coordinator and counselor for the AAPI community at De Anza. With more faculty/staff support to ensure AAPI success, more perspectives were being seen and innovative programming could be done. Also, students had more staff/faculty to support them and thus, had a larger network of resources to pool from. Since then, program expansion has been difficult due to limited faculty/staff supporting the IMPACT program. However, the state has newly allocated funding for these populations and we will need to start reporting on success rates for these groups (in the same way that Umoja, Puente and EOPS do). A new spotlight will be placed on how the college is effectively serving Asian and Pacific Islander students that are under-resourced and under-served by the college. Asian students make up a significant portion of De Anza's population and Pacific Islander students are continually addressed in our Student Equity Plan. Therefore, we will not be able to meet these new expectations without the proper infrastructure in place to support the program and its new needs.

B. Enrollment Trends

Enrollment Variables and Trends

	2020-21	2021-22	2022-23	3-yr %Inc
Unduplicated Headcount	34	31	32	-5.9%
Enrollment	178	197	193	8.4%
Sections	6	7	7	16.7%
WSCH	247	245	238	-3.7%
FTES (end of term)	16	16	16	0.0%
FTEF (end of term)	0.6	0.6	0.6	3.6%
Productivity (WSCH/FTEF)	409	391	380	-7.0%

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?

The IMPACT program has been meeting our enrollment goals and trends over the past few years. The cap for the program is 30 students per year (due to class sizes for EWRT 1A/2, COMM 1 etc.) and have shown to go over the 30 capped of students enrolled in our courses each year. In spite of adding a class, students are still enrolling in our courses. This has then increased academic achievement in transfer classes and adding the additional section has also increased the number of transferable courses that students are taking to meet transfer goals. We wanted to increase the number of students enrolled in our courses but have been hesitant due to other responsibilities of the program that are not shown in these trends (counseling/meeting students, event attendance, recruitment, coordinating, programming, etc). Even with the decrease in enrollment (loss of unduplicated headcount) from the 20-21 year, we were still at our max capacity for the year - which is 30 students. We are still meeting our mission and program goals because we are maxing out our enrollment limit every year and helping to close the gaps in academic achievement and transfer among Intentionally recruited, underserved AAPI populations.

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/EiRTueQ8GrNLqItlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?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.

N/A

D. Course Success
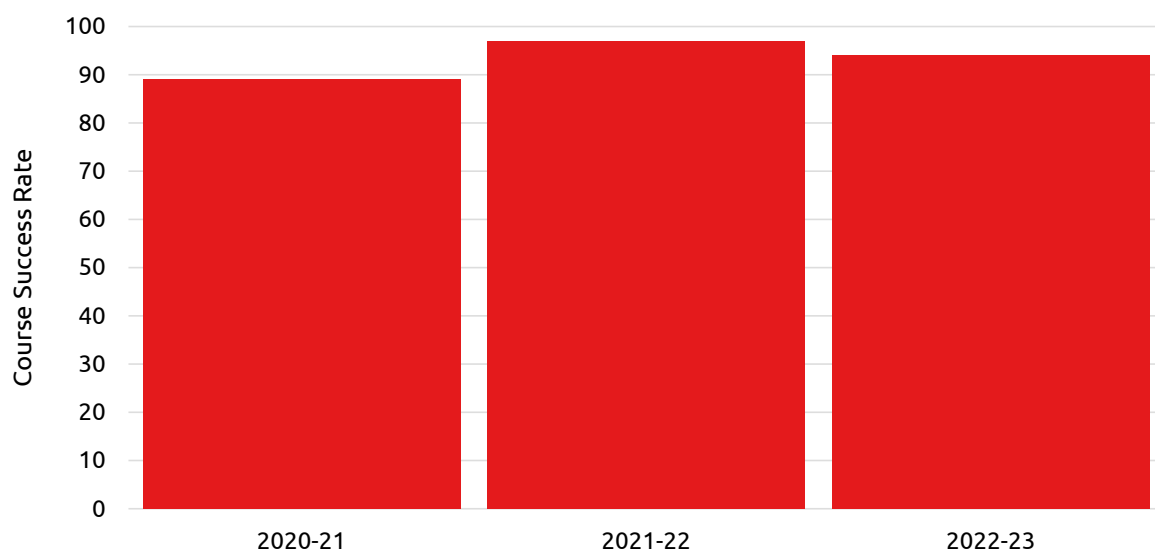
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Course Success

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

	2020-21			2021-22			2022-23		
	Enrollments	**Course Success Rate**	**Success Count**	**Enrollments**	**Course Success Rate**	**Success Count**	**Enrollments**	**Course Success Rate**	**Success Count**
Measures	178	89%	158	197	97%	191	193	94%	181

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?

> Other things that influence our success rates are the ability to work with instructors who care about our communities and the program facilitates weekly meetings with faculty and peer mentors. Our peers are hired through DASG funding and we would not have the extra support for peer mentoring and tutoring without those funds. Also, our programming provides opportunities for UC/CSU field trips, professional development (in the form of conferences) and monthly events/activities that all help to increase a sense of belonging and investment to this college. We often cross collaborate with other learning communities/programs on campus to increase more opportunities for our students. Furthermore, we heavily create working relationships with other areas on campus to ensure our students get the help they need. Our IMPACT class pass rates have been doing well over the years and students in our program complete many critical GE courses within their first year with us. Lastly the counselors teach the cohort and are embedded in the other classes students take.

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.

Impact AAPI						2022 Fall to 2023 Spring
Number of sections: 7						

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	193	94%	94%	0		
Asian	76	91%	96%	-5		4
Black	7	100%	94%	+6		
Filipinx	97	96%	92%	+4		
Latinx	0		94%			
Native American	0		94%			
Pacific Islander	9	89%	94%	-5		1
Unknown ethnicity	4	100%	94%	+6		
White	0		94%			
Female	75	92%	95%	-3		3
Male	111	95%	93%	+2		
Non-Binary	0		94%			
Unknown gender	7	100%	94%	+6		
Foster youth	0		94%			
Individuals with disabilities	2	100%	94%	+6		
Low Income	72	93%	94%	-1		1
Not Low Income	121	94%	93%	+1		
Veterans	0		94%			

[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?

The differences seen in successful course completion rates by ethnicity are that Asian students are showing a -5 percentage gap compared to all other students. With our Asian population, it would be helpful to see the dis-aggregated data between certain ethnic groups that are historically under-served so that we can find better ways to serve them. Our program serves many Southeast Asian students and their needs are also different when comparing them to the broader Asian diaspora. Pacific Islander students are not shown in the data due insufficient numbers.There are significant challenges in supporting Pacific Islander students in our program because we serve both communities and need to address the concerns of two very different communities. As a program, we see these pitfalls and are actively trying to serve these groups more intentionally with services we provide and the curriculum we build in our courses.

Other trends that we are seeing as a department is the negative gap for low income students. As learning communities, we are trying to address the needs of low income students and finding different strategies to work with them in our programs. We want to reassess the way we interact with our low-income students and understand what unique barriers they need to overcome. That way, we can individualize care for each of their needs that hinder them

from academic and personal success. These groups are specifically mentioned in our mission statement and we want to continue that commitment of care for those communities.

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?

Teaching strategies that can be helpful in narrowing the gap in success rates would be to include more relevant Pacific Islander and Southeast Asian curriculum in all our courses– especially in COUN 5 or CLP 5 since these courses are not traditionally seen through a critical and culturally competent lens and framework. Another learning strategy would be to hold focus groups for the populations we are most concerned about and use that data to learn what changes need to be done in our programming and our department. As a program, we are committed to closing the educational attainment gap for underserved AAPI communities and need to understand the new challenges to implement even better strategies for college success.

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?

N/A

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.

N/A

Staffing Trends

Faculty Workload

Faculty Workload Impact AAPI				
	2020-21	2021-22	2022-23	3-yr %Inc
Full Time Load	0.4	0.4	0.4	5%
Full Time %	67.0%	68.1%	68.1%	2%
Overload	0.0	0.0	0.1	∞%
Overload %	0.0%	0.0%	16.0%	∞%
Part Time Load	0.2	0.2	0.1	-50%
Part Time %	33.0%	31.9%	16.0%	-52%
Total FTEF	0.6	0.6	0.6	4%

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?

There is currently only one full-time faculty person dedicated to this program. One person plans/creates 12-15 events for the year (1 every month), facilitates 5-6 academic centered workshops, plans/funds the only AAPI-centered graduation for the college, hosts 1-2 college UC/CSU college tours, takes students to 1-2 higher educational conferences, supervises 4 student workers/peer mentors, teaches (within a 30-hour work week). There is no one else that is hired to work in this program. The counselor is a counselor/coordinator position, so more time needs to be dedicated to the students. Without more support and stability, we are unable to sustain the momentum and grow the program. This program needs another co-coordinator. To supplement the workload, the program has hired students through DASG funding to work for our program. However, the funds are never guaranteed and

students still need to be supervised, taught and trained throughout the year. Additionally, the counselor/coordinator will work over 30-hours a week on a regular basis to complete the needs for the program and support the students.

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.

SLO's were created in the 2019-2020 academic year for Student Success and Retention Services, but PLOs weren't created for IMPACT. The program was on hiatus and the current IMPACT counselor was hired for the 20-21 academic year. Department SLO haven't been assessed or reviewed yet. We look forward to revisiting this conversation with the assistance of new leadership in our department and our division. However, COUN 5 and CLP 5 are in our curriculum and these classes are housed under the counseling division. Although this is a small part of the IMPACT curriculum, it still aligns with our mission of retention and supports transfer by teaching valuable transfer information early on in their first years of college and working with the counselor/coordinator closely to ensure this information is relayed to the students.

Dean/Manager Comments

The learning communities within Student Success and Retention Services 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—namely graduation and transfer. 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 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. 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.

I reiterate the need for coordinating assistance in these programs, particularly for those programs where one faculty is serving as both the sole counselor and coordinator. I also want to highlight the intentional ways the IMPACT-AAPI Counselor/Coordinator is thinking about program expansion. It's clear to me that as a college and as a learning community, we are not accurately understanding how to outreach to and serve our Pacific Islander (PI) students. The time needed to investigate and appropriately center the needs of our PI students so that we can get them connected to programs that work will be another additional and necessary lift. I look forward to working with and supporting the IMPACT program's 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.