

De Anza College

Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

Here is the feedback we got an our responses to it:

Area	Commendations	Feedback for Improvement	Comments	Responses
<p>Mission</p> <ul style="list-style-type: none"> ● Mission is clearly defined ● Indicates the students served ● Indicates the services offered ● Mission is linked to college mission, vision and values 	<p>Clearly defined and to the point.</p>		<p>-Punctuation if your sentence has ended. The two points of values to support the mission -How does” civic capacity for equity and social justice” “transform those structures and make the world a more equitable place” ‘those’ being ‘social’ structures</p>	<p>Participants gain in-depth understanding of the social structures that define their worlds, and develop the skills and practical knowledge required to transform those social structures and make the world a more equitable place.</p>

<p>Program Goals</p> <ul style="list-style-type: none"> • Goals are clearly defined • Evidence is provided as to how progress will be monitored • An assessment plan is included on how the goal will be achieved 	<p>Clear goal of growth.</p>			
<p>Reflection on Enrollment Trends</p> <ul style="list-style-type: none"> • Factors affected the program's enrollment are clearly articulated • There is alignment between the enrollment trends and the program's mission 	<p>Growing as that aligns with the goals.</p>		<p>Clarity on what the explanation of "duplicated" means?</p>	<p>In other words, that the same students take our internship units as take our GE classes</p>

<p>CTE Programs</p> <ul style="list-style-type: none"> ● Outlook data is clearly articulated ● Industry trends are clearly articulated ● Advisory committee recommendations are provided 	<p>Solid explaining the route to CTE and making the connection to who and how it will serve a greater purpose.</p>			
<p>Exploring Success Rates</p> <ul style="list-style-type: none"> ● Factors that could be influencing success rates are clearly articulated ● Strategies to increase or maintain success rates are clearly articulated ● Alignment between course success and program goals is clearly articulated 	<p>Rates are high as they say due to the 'scaffold' assignments.</p>		<p>Questions #3, needs clarity and explanation of the ask & #4 was not there.</p>	<p>In response to #3, there are not other classes in the department to compare with</p> <p>In response to #4 We are very proud to have such high success rates and of course that is the goal of our program to try to work with students from non-traditional backgrounds and to help them to succeed at as high rates as possible. Our</p>

				<p>program goals are to be able to offer two cohorts per year and to have SSRS programs recommend our program as a second year. We hope that having such high success rates will encourage others to support our program</p>
<p>Exploring Gaps in Successful Course Completion by Ethnicity</p> <ul style="list-style-type: none"> • Differences in successful course completion by ethnicity are clearly articulated • Discussion of the success rate trends for other groups are clearly articulated • There is alignment between success rates and the 		<p>Missed the Filipinx selection.</p>	<p>#5 did not make sense as far as an answer.</p>	<p>We had a 100% success rate with our 3 Filipinx students. Sorry that #5 didn't make sense! #5 It is our mission to have all students succeed in our program. We are doing better than the college average for all disproportionately impacted groups.</p>

<p>program's mission and goals</p>				
<p>Teaching and Learning Strategies</p> <ul style="list-style-type: none"> • Discussion of teaching and learning strategies to close equity gaps are clearly articulated • There is alignment between teaching and learning strategies and the program's mission and goals. 	<p>Strategies are clear.</p>	<p>Listed great strategies yet did not link those strategies to the mission & goal besides saying success for groups.</p>		<p>Our success with students from marginalized communities is aligned with our goal of helping students from non-traditional backgrounds succeed in college and go on to be agents of change in our communities</p>

<p>Reflecting on Trends in Awards</p> <ul style="list-style-type: none"> • Trends in awards are clearly articulated • There is alignment between awards and the program's mission and goals • Award offerings are analyzed, course offerings are identified and a plan to remove or add awards is articulated, if applicable. 	<p>Program stable.</p>	<p>Hope for two cohorts for certificate program yet no data aligns with the program obtaining certificates.</p>	<p>No award offerings listed.</p>	<p>We currently have 30 students completing our evening synchronous zoom CYLC cohort per year. Before we had that program, we ran the cohort class in person midday and the classes filled and we had approximately 15 completers per year.</p>
<p>Staffing Needs</p> <ul style="list-style-type: none"> • Staffing needs are clearly identified and articulated • Strategies to ensure student success when faced with current staffing ratios is clearly articulated 			<p>Shift from grant funded ¾ time to full time was only ask.</p>	<p>We want to shift the position to be a program coordinator; maintain it as a grant funded position; and put all of it on the De Anza A budget.</p>

<p>SLO Assessment</p> <ul style="list-style-type: none"> • Dialogue around SLO/PLO assessment work is clearly articulated • Strategies based on assessment results are clearly articulated • There is alignment between the strategies and the program's mission and goals 			<p>Not asked for SLOs for certificate</p>	
<p>Should the RAPP committee further review this comprehensive program review for any reason? If yes, please</p>			?	

Commented [MH1]: Is this an institutional non-ask? Shouldn't we have SLO's for this program or at least be in the process of developing them? Does CTE require that we have them?

provide details as to why in the comments section.				
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2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

None

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

Goal 1: Expand our course offerings to two cohorts per year

We are working on becoming a CTE program and also on creating a BA in Organizing and Advocacy. Both of those changes would help build support for expanding our program

Goal 2 Integrate LSC with SSRS programs

We have spoken with our dean about the need for more synergy between our programs.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

We have requested that our California Youth Leadership Corps (CYLC) Student Support Specialist, who is $\frac{2}{3}$ time, be changed to a full-time Program Coordinator position while remaining contingent upon grant funding. We could only get the position as a student success specialist, and only for $\frac{2}{3}$. This position has always been a full-time position and the work has always been at a higher level than Student Success Specialist. The grantor gives De Anza funds for the $\frac{2}{3}$ -time Student Success Specialist. And they pay the Student Success Specialist directly for the other $\frac{1}{3}$ time.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment), including both approved and not approved requests. What impact have these resources had on your program/department/office and measures of

student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?

Having the CYLC position as a Student Success Specialist and only ½ time at De Anza is not a good situation. Having the job split means that this person's benefits are hard to calculate and are not suitable for this person's seniority, medical benefits, or retirement. Having it be a Student Success Specialist when the person does the work of a Program Coordinator causes several problems. It creates role confusion for the staff person. It undermines their credibility when dealing with other offices. And it is terrible for morale.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

Our program serves mostly disproportionately impacted students so if we are able to expand and serve more students will be good for the colleges' overall success rates.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

We have not been asked to do SLOs for this certificate in this cycle.

Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

The annual program review for the Certificate in Leadership in Social Change at De Anza College demonstrates a commitment to program improvement and alignment with broader institutional goals. The review highlights effective alignment of the program's mission with the college's values, and a proactive expansion plan aiming to offer two cohorts per year. However, there is a need for greater clarity in enrollment metrics and direct linkage between teaching strategies and program goals. Staffing improvements, such as converting the split student success specialist position, reflect a strategic approach to enhance support for disproportionately impacted students. Despite high success rates across ethnic groups, including a 100% success rate among Filipinx students, the program could benefit from continuous monitoring to address any gaps in successful course completion by ethnicity. The annual review underscores a

comprehensive response to feedback and a clear directive towards stabilizing staffing to better support program objectives and student success for continued expansion to CTE opportunities and the possibility of a bachelor's degree.