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
- students from groups that have been historically underrepresented in retention and transfer rates

Umoja, (*a Kiswahili word meaning unity*) is a community and critical resource **dedicated to enhancing the cultural and educational experiences of African American and other students**. We believe that when the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success. Umoja actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas.

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 Umoja mission aligns with De Anza's mission and the Student Success and Retention Services mission by providing a resource that promotes students success for African Americans and all students. Additionally, the Umoja community provides an academically rich environment where students can attain their educational goals while participating in leadership development activities. Furthermore the Umoja community promotes civic engagement which will allow the Umoja students to become social justice agents for themselves and the communities they reside in.

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?
Golden Four	Increase transfer readiness through the attempt and completion of Golden Four courses (EWRT 1A, EWRT 2, COMM 1, and transferable MATH) in an Umoja student's first year	Umoja Counselor	Umoja Faculty	Having students complete the Golden 4 courses will help them progress along the Guided Pathways Pillars, especially staying on their path and ensuring intentional learning outcomes.	Student schedules, Canvas course shells, Grade reports, SARs reports; Retention, persistence and success rates	100% enrollment of first year Umoja students in Golden Four courses; students earn a transcriptable grade in these four classes in their first year.
Transfer & Graduation	To create more accurate tracking systems for student transfer & graduation rates from 2023 to 2026.	Umoja Counselor/Coordinator; Associate Dean, Learning Communities	Umoja Faculty, Admission and Records, Institutional Research	Having clearer information about students transfer and graduation rates will inform our work guiding students through Guided pathways tracks based on their majors and educational goals	Degree Works, Annual reports from Institutional Research.	Ability to accurately identify the status of our individual students, particularly in their rates of and/or progress towards transfer and graduation (2023-2026).
Build a core team to provide sustainability in both instructors and course offerings	Recruit Golden Four instructional staff for consistency and faculty stability.	Umoja Counselor	Umoja Faculty	Having a solidified academic staff for Umoja students will help ensure academic support in staying on their educational paths, as well as promote more intentional learning outcomes.	Commitment of faculty 2-3 years	Having the same Umoja faculty for 2-3 years.

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.)

One factor that may impact our program's success is our recent decision to charter an A2MEND program here at De Anza. A2MEND stands for African American Male Education Network and Development. It is a statewide organization aimed at supporting Black male success in the California Community College system. We will need to focus on how to market both the Umoja and A2MEND programs in ways that draw student participants to the program that best fit their individual needs.

B. Enrollment Trends

Enrollment Variables and Trends

	2018-19	2019-20	2021-22	2022-23	4-yr %Inc
Unduplicated Headcount	101	26	27	46	-54.5%
Enrollment	152	26	39	215	41.4%
Sections	4	1	2	8	100.0%
WSCH	200	9	20	252	26.0%
FTES (end of term)	13	1	1	17	30.8%
FTEF (end of term)	0.4	0.0	0.1	0.7	72.0%
Productivity (WSCH/FTEF)	505	343	301	370	-26.7%

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?

There are some factors to consider when explaining and understanding the increase in enrollment trends of the Umoja learning community. One factor is the transition from having a part-time counselor to hiring a full-time tenure track counselor in 2020. While there has been some lingering impact of the pandemic, we were able to successfully retain continuing students and recruit new-incoming students. In addition, since De Anza has transitioned back to in-person classes, there has been an increase in enrollment. We attribute some of the increase in Umoja enrollment to the supports that our learning community and our full-time counselor provide. Our positive enrollment trends align with Umoja's program and mission because we continue to support students' who are under-served, including those from socioeconomically disadvantage backgrounds. Umoja's goal is to promote student success and improve life outcomes for our students.

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.

N/A

D. Course Success

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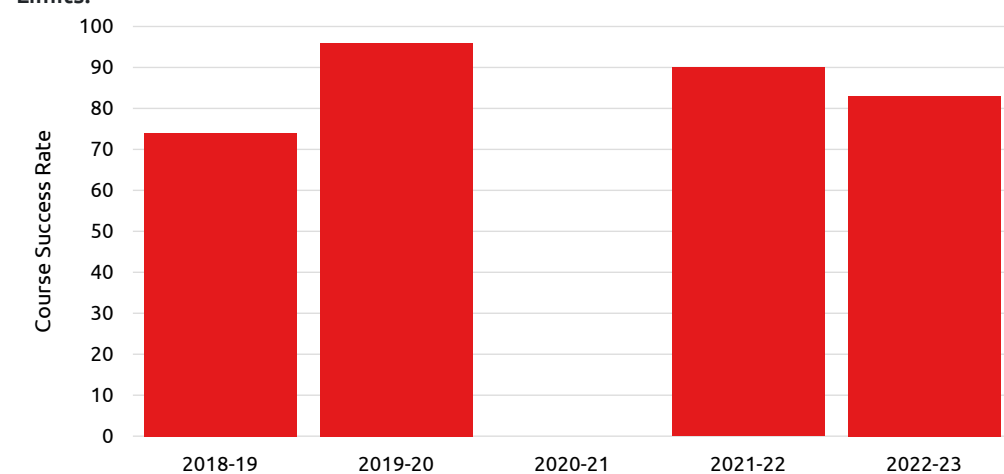
Course Success

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

	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	152	74%	113	26	96%	25				39	90%	35	215	83%	179

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?

Some of the factors that have influenced Umoja's success rate are: The Umoja community offers more classes for each new incoming cohort in their first year. Offering additional classes in their first year allows the Umoja students to build a stronger community. A stronger community helps students feel more comfortable taking the rigorous GE classes together. For example, in their first year, Umoja students take EWRT 1A, EWRT, 2 COMM 1 and complete their Math requirement. Additionally, students are motivated because they hold each other accountable for the classwork. Furthermore, the Umoja counselor meets weekly with the instructors of those classes for check-ins. In these check-ins, the counselor and instructors discuss each student's progress - both those who are doing exceptionally well and those who may need more support.

Some of the strategies in place to maintain and increase the current success rate is the recent hire of Adrienne Hypolite, Associate Dean of Learning Communities. Dean Hypolite has added more focus on larger program goals and data across the Student Success and Retention Services area. Establishing stability with our Umoja EWRT instructor, Julie Wilson, has provided additional staffing to supervise students' progress, chaperone students' participation in Umoja statewide events and conferences, as well as providing a thought partner to reflect on and improve our work. Furthermore, we have hired a continuing Umoja student to serve as an Umoja Teaching Assistant, program tutor, and student ambassador to represent the program across the campus. The funds for this student position were provided by the DASG 2022-2024.

The increased course success rate trends align with programs goals by putting students on the path to successfully completing the Golden Four classes, preparing them for transfer. As students progress on their academic pathways, they increase their self-efficacy both intellectually, academically, and professionally.

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

Limits: 2022-23

FOOTHILL-DE ANZA
Community College District

PRECISION CAMPUS

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.

Umoja						2022 Fall to 2023 Spring
Number of sections: 8						

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	215	83%	83%	0		
Asian	2	50%	84%	-34		1
Black	193	87%	50%	+37		
Filipinx	0		83%			
Latinx	20	50%	87%	-37		8
Native American	0		83%			
Pacific Islander	0		83%			
Unknown ethnicity	0		83%			
White	0		83%			
Female	119	84%	82%	+2		
Male	79	86%	82%	+4		
Non-Binary	0		83%			
Unknown gender	17	65%	85%	-20		4
Foster youth	0		83%			
Individuals with disabilities	10	60%	84%	-24		3
Low Income	112	79%	87%	-8		9
Not Low Income	103	87%	79%	+8		
Veterans	1	0%	84%	-84		1

[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?

We see a positive difference in course completion rates for our Black students. This suggests that we are having success implementing the Umoja program in ways beneficial to our African heritage students. We believe that our efforts to team with Black staff and instructors provides our students with roles models with whom they can relate. (Many of our students haven't had any Black instructors in their K-12 education in the Bay Area.)

We see differences in course completion rates for Latinx students. Umoja may not sufficiently invite Latinx students to connect to staff/faculty, fellow Umoja students, and curriculum. There is an opportunity to diversify our African Diasporic focus to include more intersectional content. For example, we could explore opportunities to integrate Afro-Latinx content that might better support Latinx students.

Relatedly, we notice a difference in course completion rates for our Low Income students. We chose to explore this group because we have many Umoja students who fall in this category. Currently, we connect our students to De Anza's many income-based resources, such as the De Anza Promise, the VTA pass program, the Food Pantry, and more.We want to offer students more supports such as: food vouchers, snack cabinet in SSRS, gas cards, more scholarships, and an emergency fund account. These resources will help students meet more daily needs and respond to to financial emergencies in ways that allow students to continue their education.

Our positive trend with Black students align with our program's mission and goals because we have a positive trend in supporting Black students. Additionally, we see the students were serve completing the Golden Four, graduating, and transferring.

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?

We employ multiple teaching and learning strategies aimed at narrowing gaps in course completion. In course organization, we emphasize collaboration and support. Students regularly work collaboratively in small groups in classes. We have an Umoja Teaching Assistant who is a current Umoja student peer in some of our courses such as EWRT 1A. Our Umoja Counselor/Coordinator is consistently present within our Umoja classes, reminding students of important deadlines and encouraging them in their classwork. We

inform and encourage students to engage in campus resources such as tutoring, the Mental Health and Wellness Center, and procuring basic needs resources (ex: Food Pantry). The faculty that we work with are culturally responsive to our Umoja students with many of them reflecting the identify of the students themselves. Having Black faculty work with Umoja students helps students connect culturally in classes and helps build trust toward mentoring relationships with faculty. The curricula we select and create relate to students' experiences, thereby increasing student engagement.

These strategies align closely with Umoja's program mission and goals. Statewide Umoja has 18 principles, including community building/communal intelligence which is reflected in our collaborative learning. Selecting curricular topics that connect to issues relevant to the Black community reflects the Umoja principle regarding the awareness of students' connectedness to the African Diaspora.

Trends in Awards
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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
Umoja

	2018-19	2019-20	2021-22	2022-23	4-yr %Inc
Full Time Load	0.3	0.0	0.1	0.5	82%
Full Time %	68.1%	100.0%	99.9%	72.2%	6%
Overload	0.1	0.0	0.0	0.1	-29%
Overload %	31.9%	0.0%	0.0%	13.1%	-59%
Part Time Load	0.0	0.0	0.0	0.1	∞%
Part Time %	0.0%	0.0%	0.0%	14.7%	∞%
Total FTEF	0.4	0.0	0.1	0.7	72%

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?

The Umoja Counselor Coordinator has multiple job responsibilities. They include:

- Recruiting students to join the Umoja cohort each year
- Planning and hosting Summer Bridge to onboard each new cohort of Umoja students
- Providing academic counseling, as well as "just in time" personal counseling to Umoja students
- Organizing campus level events for Umoja students, such as the Umoja Student Meet and Greet, and Black graduation
- Organizing and chaperoning Umoja students to state-wide Umoja events, such as the Student Leadership Conference
- Recruiting 4-5 faculty to teach the first year Umoja cohorts
- Teaching CLP 5 and COUN 5 to the first year Umoja cohort typically in Fall and Winter quarters
- Writing annual grants, including to the state-wide Umoja program
- Conducting Umoja program review

Full time faculty needs that will ensure the strength of the Umoja program include professional development through the state-wide Umoja program.

The classified staff needs that will ensure the strength of the Umoja program include maintaining the administrative assistant role through Student Success and Retention Services. This shared administrative assistant role provides support with booking travel for conferences and logistics for campus events like booking rooms and securing food. They clear classes for individual Umoja students, tagging students in Banner to maintain student statistics, etc.

Currently, the strategy to ensure student success with current staffing ratios is to rely on faculty volunteer hours for tasks such as support for grant writing, program review, chaperoning student events. While we have currently been maintaining program needs, we see relying on volunteers as an unsustainable approach in the long term. Relying on faculty and staff to work beyond required hours puts staff at risk for burn out which will have a negative impact on Umoja students and De Anza's Umoja program.

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, and PLOs specifically for the Umoja progra. As they were created before the pandemic hit, SLOs and PLOs 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, Umoja students take CLP 5 and COUN 5. Consistent with the SLOs for these classes, our students identify a major, consider the transfer school of their choice, have a better knowledge base of the requirements for graduation and transfer, and develop a foundation to attain their educational goals.

Additionally, Umoja students engage in curriculum that supports them with choosing a major that corresponds with their career path. They explore their personality, values, interest, skills, attitudes, and family values through self assessments.

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. Umoja enjoys a statewide network of support and resources in the form of grants, professional development, and curricular and pedagogical guiding principles for college programs. There are many requirements as chapter members that are in addition to the coordinating duties the Umoja counselor has listed above that could be relieved with additional assistance.

Despite this challenge, the Umoja program has grown in a remarkably positive direction due to the institutionalization of this counselor position. The program goals to develop a process for tracking the attainment of degrees and transfer is very much needed. The acknowledgement of the Golden 4 courses as meeting a critical milestone in students' transfer paths shows me that the counselor and faculty in this program are really thinking strategically about setting their students up to be transfer ready within 2-3 years. Both of these goals are highly attainable and I look forward to seeing how it impacts the program.

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.