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

The Latinx Empowerment at De Anza Program's (¡LEAD!) Mission Statement:

"¡LEAD! is a peer mentoring and leadership development program that strives to offer socio-historically relevant and inspiring learning experiences on and off-campus. We promote community engagement, cultural knowledge, and student success through linked courses, self- and community-empowerment workshops, and other creative student retention strategies."

:¡LEAD! connects to the SSRS mission by focusing on how to retain students while building a sense of belonging and community through social and historically relevant teaching and mentoring.

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 LEAD peer mentorship and leadership development program responds directly to De Anza's mission statement in that the program advocates leadership through community engagement. However, LEAD also advocates all core competencies in varied ways. The LEAD core classes, primarily Sociology and English composition, address both communication and expression, informational literacy, and critical thinking through the course curriculum. Personal responsibility is met with the leadership acquisition skills that the program promotes. One key component of LEAD's year of learning is when we focus on civic capacity for global, social, cultural, and environmental justice in the annual Global Issues Conference we plan with the VIDA program. The GIC collaboration is an opportunity for students to recognize their role as local, national and global citizens through workshops, teach-ins and inspiring civic leader guest speakers.

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?
Strengthen Regular Community Partnerships	We want to build a stronger connection to the non-profit organizations we have our learners participate with so that each new cohort can plug into the collaborations more seamlessly and less stress for students and community project partners. Currently, due to our quarter system and the varying time frames of our community partners' projects, coordinating is a challenge. Student availability is also a challenge. Having a firmer relationship would make planning smoother. The partnerships are precious when they relate to our course curriculum and we want to solidify these rich learning relationships.	LEAD faculty and paid peer mentors	On and Off-campus social justice organizations who do creative social change work	Creating engaging conversations with local community activists and artivists is part of this goal. Using the Village spaces to hold community dialogues is part of this effort. Continuing to link courses to better engage our students.	Sign-in sheets for Village events. Notes from strategizing sessions with our community partners.	Gathering feedback from participants and yearly reflections with our LEAD community

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.)

LEAD is currently struggling with capacity. In 2020-2022 LEAD was co-coordinated by two faculty, but as of Fall 2022 we have one coordinator. Many of our students in the 30-member cohort struggle financially, socially, and with their mental health. Many of our learners have family members they support while taking on a full load of classes and outside employment. As one can imagine, working closely with our students as a mentor and instructor is not easy work but it is the most meaningful.

The key issues we have faced since I started coordinating the program have been: (1) finding Latinx-focused faculty to teach a community arts course each year; (2) maintaining enrollment for the ICS2A and ICS2B Mentor Training courses as well as finding faculty to teach them; (3) Maintaining the outreach plan and process for filling the LEAD cohort. The cohort was much smaller in 2022-2023 but we corrected this issue when the Associate Dean of Learning Communities reworked the recruiting process; (4) This year we limited the LEAD linked courses to SOC 1 and EWRT 1A and EWRT 2 rather than offering the additional courses: Chicanx and the Arts and ICS1A and ICS2B Peer Mentorship training courses and SOC 14 Research Methods due to limited capacity of faculty who have full time teaching loads and separate Department Chair responsibilities (in the LEAD Coordinator's case).

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
LEAD

	2020-21	2021-22	2022-23	3-yr %Inc
Unduplicated Headcount	102	63	104	2.0%
Enrollment	164	163	139	-15.2%
Sections	7	6	6	-14.3%
WSCH	216	197	184	-14.8%
FTES (end of term)	14	13	12	-14.3%
FTEF (end of term)	0.6	0.5	0.5	-16.8%
Productivity (WSCH/FTEF)	364	366	373	2.4%

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?

Our enrollment was thrown off in 2022-2023 due to a miscommunication about who was responsible for recruitment for the cohort. This issue was examined and as noted above, very helpful changes were made to how recruitment would be done during Summer Bridge. This year 2023-2024 we recruited a full cohort of 30 students which is most likely how things will look going forward.

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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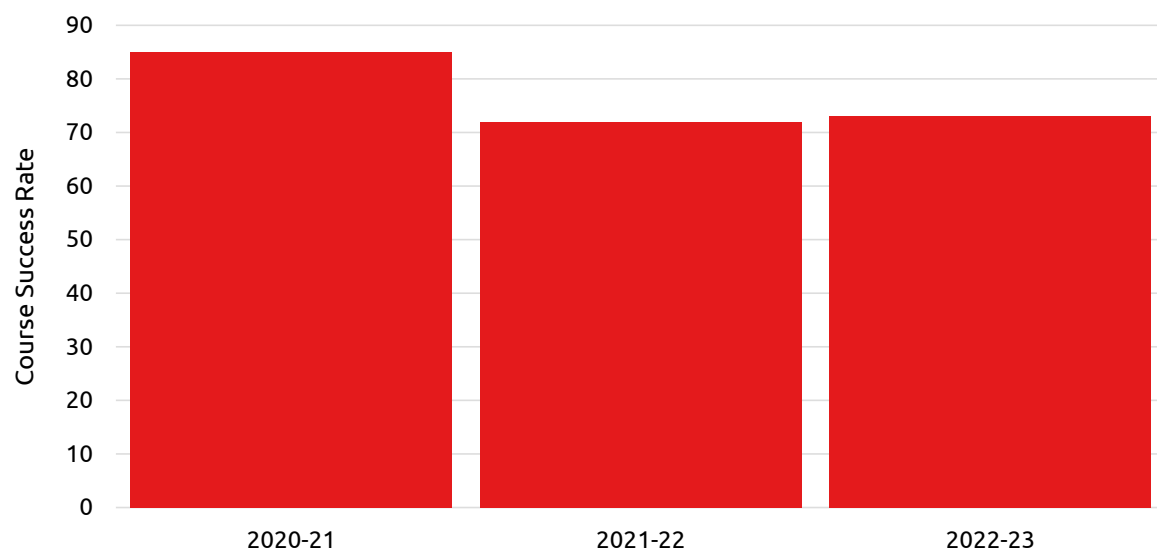
Course Success

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

	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	164	85%	139	163	72%	118	139	73%	101

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. During the pandemic our morale suffered and students' financial circumstances greatly affected our efforts. Faculty and support staff held space for a great many students. In terms of student success rates during the years reflected in this data, we saw few Latinx men of color join LEAD and in 2022-2023 when we had a very small cohort due to the recruitment problem, the few men of color who joined LEAD struggled the most. Our community as mentioned have struggled with health issues partly due to work related stress. Running such programs is very difficult without course-releases or enough faculty that are freed up to commit to the rigors of this community building, teaching, and civic engagement work.

2. The new process of recruitment should help maintain success as this academic year (2023-2024) we are seeing almost all of our cohort doing well overall. The two faculty myself (Steve Nava, SOC 1) and Jesus Quintero (EWRT 1A and EWRT 2B) have been meeting regularly to discuss our LEAD students' progress and needs. I

have been meeting with our peer mentors focused mostly on supporting the neediest students in their first quarter. So far our students are doing well (in Week #6) and morale seems to be up in the classroom and at our LEAD events despite all the past challenges.

3. Right now almost all of our LEAD students are passing their EWRT 1A classes but they still struggle. In their SOC 1 course they tend to do well overall with few exceptions. There is a steady increase in success rates, but the impact our program has on our students may not show in grades alone, but more in the retention of an historically marginalized set of communities who are being increasingly strained by current socio-economic forces.

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.
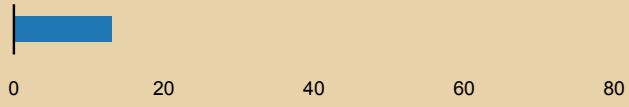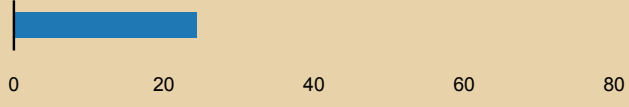
Legend:

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.

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	139	73%	73%	0		
Asian	27	85%	70%	+16		
Black	4	50%	73%	-23		1
Filipinx	5	80%	72%	+8		
Latinx	87	68%	81%	-13		12
Native American	0		73%			
Pacific Islander	2	50%	73%	-23		1
Unknown ethnicity	5	80%	72%	+8		
White	9	89%	72%	+17		
Female	78	83%	59%	+24		
Male	61	59%	83%	-24		15
Non-Binary	0		73%			
Unknown gender	0		73%			
Foster youth	2	0%	74%	-74		2
Individuals with disabilities	6	83%	72%	+11		
Low Income	78	71%	75%	-5		4
Not Low Income	61	75%	71%	+5		
Veterans	2	50%	73%	-23		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?

1. We serve primarily Latinx students and mostly Latinx women during the period of this data set. The Asian American students who enrolled in LEAD classes are primarily from the general student body and not in the LEAD frosh cohort. Our Asian American students do take part in some of the LEAD activities including community engagement hours in some of our courses. We don't draw non-Latinx students to our frosh cohort but non-Latinx students join the cohort here and there over the previous years and in this new academic year.

2. One of the challenges in creating a community bond in the classroom in programs promoted as "Latinx-focused" is that the expectation is that we carved out a few classes to focus on this community. When we open the course to adding 20 non-Latinx students this changes the dynamic, although it is still a rich experience. Many of us are aware of these gaps and they are similar across my Sociology courses. We will always continue to strategize ways to close these gaps, regardless of other variables.

3. I am particularly surprised LEAD does not draw more foster youth, veterans, and students with disabilities. These populations would enrich our community further through their stories and perspectives. I'd like to have a conversation with our community on how to better outreach.

4. I focused on low-income students. I was struck that there is a 4-5% gap in achievement within LEAD. This is most likely a smaller gap because most of the students we serve are lower income. We are aware of this fact but we also recognize how different their struggles are compared to our own.

5. These trends serve as a reminder that our goals are important to maintain as we attempt to turn around these trends. We can always do better.

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 include culturally relevant books like Roberto Lovato's Unforgetting: A Memoir of Family, Migration, Gangs, and Revolution in the Americas, Reyna Grande's A Dream Called Home, and Javier Zamora's Solito. We are exploring

international and local social conflict and the resiliency of cultural identity with the purpose of affirming student's social struggles while pointing to ways they can be part of the solution through community engagement. We think reading culturally-relevant material and participating in related community events integrates our learners into their communities while building on their knowledge and skill sets.

Our intention is to build bridges across Latinx identities and beyond these borders to create a sense of campus belonging (thus, our inclusion and celebration of Salvadoran and Guatemalan guest speakers and writers). Our current them of 'border crossing' runs through our shared pedagogy between EWRT1A and SOC 1 to develop our students cultural capital as they matriculate and get their first career-related community engagement and work experiences.

•We incorporate World Café activities in the classroom exploring diverse perspectives by asking difficult sociological questions concerning global and local social concerns like undocumented immigration.

•Our themes of Latinx indigenous justice run through our programming through shared readings: Welcome and campus events, and outings including Jesus Quintero's "Botched Assimilation" reading; muralists Carlos Rodriguez and Dr. Ismael Illescas's critical conversation on muralism in the impoverished local communities; and outings that connect with the class themes (La Muerte Baila as related to Mexican Indigenous culture; Ulistac tour/teaching about NA Ohlone justice, capitalism and environmentalism); LEAD student Student Voices panel discussion on ChatGPT and teaching and learning at De Anza College negotiating the ambiguities concerning plagiarism with the introduction of AI into education and beyond. This offers minoritized students a chance to share their perspectives and ask questions that they would normally not have a space to ask such difficult questions.

•In their SOC 1 course students write a "My Socialization paper" which offers a chance to do in-depth self reflection so they can explore their social identity, express their goals and values while imagining their future professional and community roles. The LEAD program emphasizes nurturing our learners' identities and their values and goals through culturally relevant pedagogy.

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
- [x] 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
LEAD

	2020-21	2021-22	2022-23	3-yr %Inc
Full Time Load	0.5	0.5	0.4	-9%
Full Time %	83.2%	91.8%	91.1%	10%
Overload	0.0	0.0	0.0	∞%
Overload %	0.0%	0.0%	8.9%	∞%
Part Time Load	0.1	0.0	0.0	-100%
Part Time %	16.8%	8.2%	0.0%	-100%
Total FTEF	0.6	0.5	0.5	-17%

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)

- [x] 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. Current challenges of sustaining this position have much to do with the time commitment due to the many moving parts. Release time spread out across the year for coordination is needed to manage all of the components of the program (recruitment, teaching, coordinating co-curricular activities as well as the mentoring program, and building effective community partnerships to encourage and sustain community engagement). A counselor is also needed to help the students in the program. Currently, we lean on other learning community counselors to support the students in their educational planning, so that they are understanding and developing those skills needed to navigate college. However, this can present scheduling challenges for our students when they are competing for counseling appointments with students in other learning communities. New students have questions and concerns about joining the program, whether our courses align with their major, and other credit-related questions. Having the counselor on hand to answer those questions has been instrumental in students' decisions to join our program.
2. LEAD heavily leaned on the SSRS Administrative Assistants to help with clearing students in Banner so that they may enroll in the closed LEAD courses. The faculty coordinator is on a 10 month contract. The administrative assistants were utilized to help field recruitment phone calls and emails.
3. The LEAD program relies heavily on student mentors to help with the logistics and the marketing of the program. Paid mentors are hired to support our LEAD cohort but each year sometimes half do not have social security numbers therefor we are unable to enter them into payroll. We need a process for paying them and the staff support to facilitate this process.
4. The desire to work in programs like LEAD is the student to faculty relationship and the rewards of witnessing human growth toward their potential.

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. SLO's were created in the 2019-2020 academic year for Student Success and Retention Services, but have yet to go through an assessment. We look forward to revisiting this conversation with the assistance of new leadership in our department and our division.

2. LEAD faculty were not present at the Program Level Outcomes assessment but our strategy is to integrate LEAD faculty and students in culturally relevant campus and local community activities that stir their academic and cultural interests based on our curriculum.

3. These strategies align with the program's mission and goals of engaging our students and faculty in equitable work and stimulating an interest in amplifying our students', faculty and staff's cultural strengths.

Dean/Manager Comments

The faculty coordinator for LEAD has had a job of trying to sustain a program that was once operating with two faculty leads. It is understandable then that the program enjoyed healthy course success rates when it employed a faculty lead that was a counselor and could provide support and resources to their students who were struggling with mental health and financial challenges. Additionally, if the cornerstone of this program is the mentoring component (which could help with providing peer-to-peer support) then it is imperative to get that aspect of the program fully operable again.

Student Success and Retention Services department level SLOs have some misalignment with the mission statement for the LEAD program, which may explain why there are some contradictions in the type of support offered to the program. In spite of this, I am thankful for what the LEAD faculty coordinator continues to provide to the program in light of their additional faculty leadership duties outside of this program. These gaps will need to be

rectified in the development of PLOs for LEAD, as well as a revision of the job description for the faculty coordinator position moving forward.

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.