De Anza College

Instructional Annual Program Review 2021-22

**Instructions**: The first column is section and question number, followed by ask without explanation The third column fully describes the information that the IPBT is requesting. The blank or fourth column is where you will type your response. Save program review as a Word document. This is the document you will send to your Dean. It will be posted on the De Anza website in pdf format.

In addition to this document, please also submit to your Dean the Resource Request spreadsheet making sure facilities requests are on “Facilities” tab and large-ticket items are on Large-ticket Items” tab.

Due: Friday May 6, 2022

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|  | **Information Requested** | **Explanation of Information Requested.** | **Enter your answers here** |
|  | Department Name: |  | First Year Experience/SSRS |
|  | Program Mission Statement: | How does your program mission statement relate to the mission of De Anza College and our Institutional Core Competencies”? (<https://www.deanza.edu/about-us/mission-and-values.html> ). | To support the success and transfer of first-year, first-generation students from enrollment to transfer De Anza college created the First-Year Experience program. We are a student-centered program that cares for the whole student and works to support their academic, affective and basic needs through wrap-around services, academic support, and community building best practices at the program and classroom level. Program faculty represent various academic departments that work as a team to create an intentional, culturally responsive, integrated curriculum that reflects our students’ life experiences and backgrounds. Our gifted faculty utilize equity-based best practices and teach from the heart. Almost all our students FYE come from traditionally underrepresented racial/ethnic groups. Recruited students become a cohort that continues throughout their entire first year of college. FYE offers two cohorts, totaling 55-60 students. |
| I.A.1 | What is the Primary Focus of Your Program? | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Closing achievement and success gap of disproportionately impacted students. Including, but not limited to Latinx, African American, Filipinx, and Pacific Islander students. |
| I.A.2 | Choose a Secondary Focus of Your Program. | Choose from General Education, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A | Transfer |
| I.B.1 | # Certificates of Achievement Awarded | State the number of Certificates of Achievement awarded during the 2020-21 academic year. Please refer to: <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Certificates of Achievement please state “none offered”. | None offered directly through FYE. |
| I.B.2 | # Certificates of Achievement-Advanced Awarded: | State the number of Certificates of Achievement - Advanced awarded during 2020-21 academic year. Please refer to  <https://www.deanza.edu/ir/AwardsbyDivision.html> If you do not offer Certificates of Achievement” please state “none offered”. | None offered directly through FYE. |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> . If you do not offer Associate Degree Transfer, please state “none offered”. | None offered directly through FYE. |
| I.B.4 | # AA and/or AS Degrees Awarded: | State the number of Associate of Arts or Associate of Science degrees awarded during the 2020-21 academic year. Please refer to <https://www.deanza.edu/ir/AwardsbyDivision.html> .If you do not offer Associate of Arts or Associate of Science Degree, please state “none offered”. | None offered directly through FYE. |
| I.B.5. | Trends in # Total Awards | If applicable to your program, has total number of certificates and degrees increased, decreased or stayed the same? What thoughts do you have on these changes? | N/A |
| I.B.6. | Strategies to Increase Awards | What strategies (1, 2, 3. . . .) does your department have in place to ensure students are obtaining awards when it is applicable to their educational goal? (e.g. Outreach, In-reach, graduation workshops, collaborations with other offices, etc.) | To ensure student completion of the awards process, we offer support around student transfer through workshops in SSRS. The workshops focus on transfer programming and support for students. Instructors have introduced information about their ADT programs where these exist and talked to students about career options within their field of study. Our program provides enhanced support with instruction and embedded tutoring to ensure that students are successful in their GE course completion. Our designated Program counselor follows up with students in their second year to assess student progress towards completion of transfer and/or major requirements. Occasionally we bring in academics in particular fields to talk to students about their work and research. Unfortunately, due to the health protocols resulting from the Coronavirus pandemic, students did not get to explore the usual university campus visits as typically done (for example, UC Berkeley, UC Davis, and/or San Jose State University). |
| I.C.1 | CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics | Review the most recent Perkins Core Indicator and SWP Outcomes Metrics data for your program(s). Cite planned interventions and activities to enhance student and program outcomes.  Perkins Core Indicator Reports provided by Margaret Bdzil. Cal-PASS Launchboard SWP Metrics: <https://www.calpassplus.org/LaunchBoard/Home.aspx> | N/A |
| I.C.2 | CTE Programs: Labor Market Demand and Industry Trends: | Review and summarize statewide and regional labor market (LMI) data for occupations that are closely aligned with your program. Cite current industry trends. 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.  California EDD LMI Info: <https://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/areaselection.asp?tablename=occprj> | N/A |
| I.D.1 | Academic Services and Learning Resources: # Faculty Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served per year (Fall, Winter and Spring): Provide number from previous year, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.2 | Academic Services and Learning Resources: # Students Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.D.3 | Academic Services and Learning Resources: # Staff Served | Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served per year (Fall, Winter and Spring): Provide number from previous year APRU, and # increase or decrease. To the extent possible, specify what data you used to arrive at this number. | N/A |
| I.E.1 | Full Time Faculty (FTEF) | For ALL programs: State the number of FTEF assigned to your department/program. Refer to your program review data sheet:  <https://www.deanza.edu/ir/program-review.20-21/index.html> . | 7 Full-time faculty |
| I.E.2 | # Student Employees | If applicable to your program, state number of student employees and if there were any changes between number this academic year and the previous two academic years. | 1 Student employee |
| I.E.3 | Full Time Load as a % | State the percentage of courses taught by full-time faculty (exclude overload). Refer to your program review data sheet. <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. | 100% |
| I.E.4 | # Staff Employees | If applicable to your program, state number of staff employees and if there were any changes. ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs. | 0 |
| I.E.5 | Changes in Employees/Resources | Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. What strategies does your program have in place to ensure students are being supported and able to reach their full capacity when faced with these changes and challenges**?** (e.g. Mentors, embedded tutors, extended lab hours, instructional support, non-credit support, etc.) | Our program is still missing a director of SSRS position, which became vacant upon the promotion of the acting Director to a dean position. The Director of SSRS has a critical administrative role in the program. The Director supported the program faculty, which strengthened the student reach and success. Tasks completed by the former Director include, but are not limited to, recruiting students and faculty for programs, entering appropriate designations for courses, scheduling, coordinating, collecting program data, training student peers, onboarding new faculty, and conducting professional development. The faculty coordinator and program Counselor coordinator absorbed the additional work without compensation or re-assigned time. Tasks such as those listed above are often neglected in the time allocation for program management but are pertinent to the success of student support programs.    In addition, the reduction of sections as an administrative enrollment strategy has led to fewer part-time faculty at De Anza. Because of this, we had an overall decrease in faculty available to teach in the program. In addition to this, the English department’s restructuring of course offerings and teacher assignments due to AB 705 has also created a challenge for finding available faculty who are appropriate for teaching in our program. |
|  | **Enrollment** |  |  |
| II.A | Enrollment Trends | What changes in enrollment have you seen in the last three years? Refer to <https://www.deanza.edu/ir/program-review.20-21/index.html> or access within the program review tool. You do not need to list enrollments; rather reflect on enrollment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | Before the coronavirus pandemic, enrollment for this program was growing annually. The pandemic caused the program to decrease services offered, thus negatively impacting the needs of our target students, lowering overall enrollment and success further. The program aims to return services to pre-pandemic levels as soon as feasible. |
| II.B. | Enrollment Trends for disproportionately impacted student groups | Using the program review data tool, what is the enrollment of African American, Latinx, Filipinx, and Pacific Islander students as a percentage of your entire program compared to other student groups in campus-wide percentages? You do not need to list enrollments, but rather reflect on what the trends look like. Link to equity plan and strategic plans   1. What could be contributing to the differences? 2. What strategies does your department have in place to increase or maintain enrollment of these student groups?   Are there other trends that you see when drilling into the data that may be important to explore? | 1. The pandemic and the passing of AB 705 impacted our students. 2. We are planning for the student population by preparing for face-to-face and synchronous meetings. Evidence supports that students in our target populations are more successful in educational environments that are face-to-face and synchronous classes. |
| II.C. | Overall Success Rate | What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates.   1. What could be factors that influence success rates? Please refer to: <https://www.deanza.edu/ir/program-review.20-21/index.html> 2. What strategies does your department have in place to increase or maintain current success rates? | 2018-19: 84%  2019-2020: 80%  2020-21: 77%     1. Although faculty and program support did their best to accommodate the students served, the pandemic impacted the FYE program. The decline in student success is due to the health restrictions forcing all classes and gathering to be online. FYE program strategies intentionally incorporate face-to-face learning and community building, which is very difficult to do in an online environment. 2. To provide optimal student support during the pandemic program leaders and faculty were flexible and resilient in their planning. Meetings allowed for informed decisions as the campus opened back up to students and face-to-face classes. We continue to monitor and collaborate around the coronavirus standards and work to minimize the impacts on our students. |
| II.D. | Success, Non-Success and Withdraw Rates for disproportionately impacted student groups | Using the [Disproportionate Impact Tool](https://www.deanza.edu/ir/program-review.18-19/Access_DI_tool.pdf) within the [Program Review Tool](http://deanza.edu/ir/PRGuide_PrintingPDF.pdf) explore differences in success rates by ethnicity, gender and special student populations (foster youth, individuals with disabilities, Veterans and low income students). Of the rows that are highlighted (which indicate there are disproportionate impacts for that group):   1. What differences do you see in successful course completion rates? 2. What are your thoughts on these differences?   What strategies might be helpful in closing gaps in successful course completion? | 1. The only disproportionate impact observed in the report is that of males. The report showed a 9-point gap with a need for 11 additional successes. 2. Historically men of color have low success and retention rates in higher education. This difference could be due to the existence of that historical trend. 3. Some strategies we have discussed include workshops that specifically address male academic success and retention. Another idea is creating campus-wide men of color motivational conference. Also, we can continue hybrid classes because our male students prefer on-campus classes versus online. Our male students also engage in person much more than online. |
| II.E. | Changes Imposed by Internal/External Regulations | Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, reorganization of program AB 705, noncredit curriculum, loss of personnel, etc.) | During the 2020-21 academic year, the passing of AB705 led to the creation of alternative strategies to support student success. The faculty created three options for students to complete the EWRT 1A course. These provide additional support to students where needed. The "stretch" extended EWRT 1A over two quarters, the "bundle" option paired EWRT 1A with 250 LART to incorporate support within the quarter, and the last option was the standard EWRT 1A course. Student placement was determined based on the high school course GPA.    As with all academic programs, the pandemic severely impacted the FYE program. As previously mentioned face-to-face learning and community building are necessary to program success. The limitations of Santa Clara County Health regulations inhibited the ability to do so. |
|  | **Equity** | In order to meet the goals within our [State Equity Plan](https://www.deanza.edu/sssp-se-bsi/documents/DAC_Student_Equity_Plan_2019-22_Final.pdf), [Institutional Metrics](http://deanza.edu/ir/planning/planning_files/InstitutionalMetrics_2019_4.29.19.pdf), and [Educational Master Plan](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf), the following section asks you to reflect on questions focused on student equity to help inform our goals. |  |
| III.A. | Equity Plans for groups other than the acknowledged disproportionately impacted groups | Are there other groups of students besides the acknowledged disproportionately impacted groups of African American, Latinx, Filipinx, and Pacific Islander students that your department intentionally focused support for. | This program focuses on support services for undocumented students, immigrants, students with learning differences, low income, and under-resourced students to encourage student success overall. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | Despite the challenges during the pandemic, we still had an interactive online Summer Bridge Event for the 2020-2021 cohort. Summer Bridge is a collective gathering to introduce the students to the learning communities and each other. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | Yes, equity work itself is very demanding and requires many resources. Often faculty and staff who take on equity work internalize costs. The vacant SRSS director position has placed this burden upon participating faculty. The program lost the SSRS director upon her promotion to Dean of Equity. This position remains vacant and needs to be filled. The SSRS Director plays a critical administrative role in the program. This position is responsible for budget management, student and faculty recruitment, course designations, scheduling, oversight of program data, training student peers and new faculty through on-boarding, conducting professional development, and more. |
| III.D. | Departmental Equity Planning and Progress | Identify which of the following resources you need? How would the resource help?   * Professional Development – what areas? * Enhanced support for students * Departmental Collaborations * Best Practices * Coaching/Consultation | Our faculty could benefit from professional development and best practices around basic skills and equitable pedagogies and praxis. Enhanced support for students is pertinent to the success of our program currently post covid. |
| III.E. | Assistance Needed to close Equity Gap | Would you like assistance with identifying strategies and/or best practices and/or resources to help facilitate student success? |  |
|  | **Assessment Cycle** | Navigate to <https://www.deanza.edu/slo/> and click “TracDat is gone” which will take you to accordion listing SLO assessments under “Student Learning Outcomes and Assessments Summaries by Division:” |  |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | First Year Experience (FYE) students will complete a transfer portfolio that will guide them in their research for major and university exploration. After completing their transfer portfolio, they will have learning about 3 different majors, 3 different universities and learn how to use assist in helping them find major requirements. |
| IV.B | Assessment | List the names of the courses in your department (e.g. CIS 22A) that are planned to be assessed by the conclusion of 2021-22 academic year. | FYE cohorts took CLP 5 as part of the program. One of their assignments in this course was to complete the transfer portfolio. Over 80% of the FYE students completed the portfolio. |
|  | **Resource Requests** |  |  |
| V.A | Budget Trends | Over the past five academic years, describe impact, if any, of external or internal funding trends that you might be currently dealing with ( eg COVID demands) upon the program and/or its ability to serve its students.  If you don’t work with budget, please ask your Division Dean to give you the information. | FYE B budget request is pending and has in the past been maintained through basic skills funding, student equity, DASB, and SSRS B budget. The program relies on additional pay to fund planning and coordination efforts by faculty that go above and beyond the scope of their contracts. Without this additional pay, it would be difficult, if not impossible, to recruit and retain faculty for our program as it requires a considerable investment in time and effort beyond what is normal for teaching a general population course. Additional responsibilities of FYE faculty include increased preparation time for the purpose of collaborating on our integrated curriculum, mandatory professional development and orientation specific to our program’s needs, and participation in cultural or community events and/or university field trips. Due to the added responsibilities of participating in the program, it is difficult to recruit faculty. The program coordinators have consistently requested reassigned time for faculty participating in the program as a means to recruit, support and retain program faculty, but this request has not been granted. We will continue to ask for reassigned time in our program review and other spaces where we advocate for our program. Our budget also funds supplemental instruction in the form of student tutors, as well as community outings and university campus visits, parent orientation, summer bridge programming and other programming from which our students benefit. |
| V.B | Funding Impact on Enrollment Trends | Over the past five academic years, describe the impact, if any, of external or internal funding changes upon the program’s enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: | The program relies on student equity funds, DASB, and SSRS B budget. Currently, there is a lack of permanent funding for our program. Faculty in our program have also not been given reassigned time (as mentioned above) to support faculty work and efforts in the program. The lack of permanent funding and reassignment of resources makes it difficult to grow the program and threatens its longevity and future success. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | Replace due to vacancy—full time dedicated English instructor; Full time SSRS director |
| V.C.2 | Justification for Faculty Position(s): | Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need. | The program lost our SSRS director when she was promoted to Dean of Equity. This position remains vacant and needs to be filled. The SSRS Director plays a critical administrative role for the program which includes managing our budget, recruiting students and faculty for programs, entering appropriate designations for courses, scheduling, coordinating the collection of program data, training student peers, onboarding new faculty, conducting professional development, and much more. |
| V.D.1 | Staff Position(s) Needed | Choose: “Replace due to Vacancy”, “Growth”, “None Needed Unless Vacancy”  Only make request for staff if relevant to your department only. Division staff requests should be in the Dean’s summary. | None |
| V.D.2 | Justification for Staff Position(s): | Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. | N/A |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | See Excel Spreadsheet |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | See Excel Spreadsheet |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | See Excel Spreadsheet |
| V.H.1 | Staff Development Needs | Based on what you have written above, what professional development support/resources do you need to achieve your goals? | Several conferences are significant professional development opportunities for our faculty. The annual RP Group Strengthening Student Success conference is a vital opportunity for learning about the latest research and tools for Basic skills educational practices. The National Conference on Race and Equity (NCORE) and Facing Race Conferences are also helpful in keeping our faculty current on topics such as critical race and ethnic studies. These encourage the continued development of culturally relevant curricula and pedagogy. We hope to participate in the National First Year Experience Conferences in the upcoming academic year to learn about strategies used by other colleges in their First Year Experience programs. In addition to this, we are requesting funds to support our yearly FYE orientation and our annual retreat.  During the reporting year all conferences were online and discounted in price. An underestimation could occur if the variation of this year discounted. The program leadership plans to return to pre-covid participation levels. |
| V.H.2 | Staff Development Needs Justification | Please provide reasons for your professional development needs. If you have assessment data available to justify this request for professional development, please provide the SLO/PLO assessment data, reflection, enhancement, and/or CTE Advisory Board input, etc. to support this need. If not, provide other data to support this need. | FYE program faculty are dependent upon conference funding from the Professional Development office. During a given year, there are usually several opportunities both in and out of state which could help add to our professional growth both as individual faculty and collaboratively as a program. Conference attendance can be a hardship for faculty because they have to front the costs and request reimbursement after the event. Professional Development Funds are limited to the cap set by the college unless there are additional funds, as in the case of NCORE. Allocation of further funds to support faculty would benefit disproportionately impacted students due to the specific nature of the FYE program. |
| VI. | Closing the Loop | Over the last five years, how did you assess the results of the requested resources, and what were those results? How do you plan to reassess the outcomes after receiving each of the additional resources requested this year | 1. We will gather data on the number of students who complete their educational plan before the end of the first year through counseling and advising  2. We will gather data on which schools students are applying to or plan to transfer to through one-on-one counseling and advising and/or through assignments in the Career Life Planning course.  3. We will gather data on major or career exploration or goal identification through one-on-one counseling and advising and/or through assignments in the Career Life Planning course.  4. Faculty will analyze data and use the synthesis to inform best practices in our regularly scheduled meetings. |
|  | Submitted by: | APRU writer’s name | Jorge Morales and Alicia De Toro |
|  | Last Updated: | Give date of latest update | 5/22/22 |