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: |  | Student Success & Retention Services/Umoja |
|  | 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> ). | The Umoja program is based on an African-centered philosophy that enables students to see themselves within a positive historical and cultural context.  Umoja seeks to educate the whole student – body, mind and spirit – through the construction of knowledge and critical thought.  The program was developed to promote transferring and increase academic and personal success. The Umoja program aims to address student needs through supportive services and curriculum that is based on literature from across the African Diaspora. |
| 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 Umoja. See SSRS program review for certificates of achievement. |
| 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”. | 0 |
| 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 Umoja. See SSRS program review for ADT awards achieved by program students. |
| 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 Umoja. See SSRS program review for ADT awards achieved by program students. |
| 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? |  |
| 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.) | 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 have talked to students about career options within their field of study. Our program provides enhanced support with instruction and embedded tutoring to make sure that students are successful in getting through their GE courses. Our Program counselor follows up with students in their second years to see where students are in terms of completing transfer and/or major requirements. Occasionally we bring in academics in particular fields to talk to students about their work and research within their fields. Unfortunately, we were not able to take students on 2-3 university campus visits as we had done prior to the coronavirus pandemic (for example UC Berkeley and UC Davis as well as 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> | <https://www.calpassplus.org/LaunchBoard/Home.aspx> |
| 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> . | 1 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. | 0 |
| 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 when the acting director was promoted to a dean position. The Director of SSRS played a critical administrative role for the program which included, but isn’t limited to 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, etc. Some of these duties have been absorbed by the Faculty coordinator and Counselor coordinator for the program, however without re-assigned time, these critical duties are not always given the time and consideration required as both coordinators are at capacity with the official duties of their respective roles. In addition to this, the reduction of sections as an administrative enrollment strategy has led to the reduction of part-time faculty at De Anza. Because of this, we had an overall decrease of 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, the program experienced growth. Overall, our enrollment for this program has been maintaining steady numbers growing yearly. The pandemic caused the program to decrease services offered, thus negatively impacting the needs of our target populations, and decreased overall enrollment 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. Pandemic 2. Planning for 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 |
| 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? | 1. Although faculty and program support did their best to accommodate the student population that we serve, it is obvious that the pandemic is the major factor that influenced the decline of student success because it forced all classes to be online. Program strategies intentionally incorporate face to face learning and community building, which is very difficult to do in an online environment. 2. Program leaders and faculty have been flexible and resilient in their planning to best serve the students. 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. 2. Historically men of color have low success and retention rates in higher education. This difference is believed to be due to that historical trend. 3. Some strategies we have discussed include workshops that specifically address male academic success and retention. Establishing an A2MEND charter that fouces on Black male resources for retention and degree completion. Another idea is creating a campus wide Black men retreat. Also, we can continue hybrid classes because our male students prefer on campus classes vs online classes. 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 options were created to include additional support to students through stretching the course over two quarters or bundling the course with 250 LART to incorporate support within the quarter. 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 Umoja program. As aforementioned this program depends on face-to-face learning and community building which was inhibited due to Santa Clara County Health regulations. |
|  | **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 providing support for success students that are first gen, have learning differences, come from low income and under resourced communities. |
| 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 (3 days on-line and 1 day in person) 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 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, etc. |
| 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.. | Umoja students will have identified a major and their ed plan will reflect courses need for transfer. |
| 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. | COUN 5  CLP 5 |
|  | **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. | During the 2020-2021 year, De Anza hired an Umoja full time tenure-track counselor/coordinator. As a now the Umoja funding is as follows:  Umoja State Funding  President’s Funds  DASg Funds  SSRS Funds  Unfortunately, due to COVID, some funds have not been used due to COVID restrictions and California Health Policys. Faculty is excited to utilize all funds once COVID restrictions and county policies had been reviewed. |
| 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: | N/A |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | None |
| 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, etc. |
| 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. The African American Male Educational Network Development A2MEND annual conference is beneficial and provides several workshops that are focused on resources that supports the matriculation of African American males' success. The Umoja State Winter and Summer Institutes is an additional resource for professional development. In addition to this, we are requesting funds to support our yearly Umoja orientation and our annual retreat. |
| 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. | Umoja 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 Umoja 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 | We will gather data on the number of students who complete their educational plan before the end of the first year through counseling and advising2. 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 share three best practices learned from a conference in our yearly retreat or in a curriculum planning meeting. |
|  | Submitted by: | APRU writer’s name |  |
|  | Last Updated: | Give date of latest update |  |