

## Comprehensive Program Review

### A. Department Information

#### Mission

Please enter your department's mission statement here.

Participants gain in-depth understanding of the social structures that define their worlds, and develop the skills and practical knowledge required to transform those structures and make the world a more equitable place.

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>)?

This program is directly focused on developing civic capacity for equity and social justice

#### 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?
Expand Program Offerings	Double our course offerings to have two cohorts per year completing our certificate	VIDA staff	Dean of IIS and E and E		Number of courses offered in our core cohort classes	That these classes are scheduled and are filling
Integrate LSC with SSRS cohort programs	Many students who are SSRS cohort programs see our LSC as a logical next step for them	VIDA staff	SSRS coordinators and E and E dean and Associate Dean		Numbers of students completing an SSRS cohort program will join our LSC cohort	By surveying students and seeing that they joined from a cohort program

#### 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.)

Fifteen years ago VIDA helped found the national organization Community Learning Partnership (CLP). CLP is now receiving 20 Million dollars a year to provide paid internships and staff support for community colleges doing work such as our certificate. This led to us being able to hire a 2/3 staff person to administer the program. This has also led to a deepening of our relationship with a number of local non-profits as we are able to pay them to host our interns, and as many of them send people in their communities to us to study and receive payment for working with them.

### B. Enrollment Trends

#### Enrollment Variables and Trends

Enrollment Trends Leadership and Social Change-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	105	91	126	108	97	-7.6%
Enrollment	157	139	177	184	183	16.6%
Sections	33	15	23	17	19	-42.4%
WSCH	197	154	197	209	198	0.3%
FTES (end of term)	13	10	13	14	13	0.0%
FTEF (end of term)	0.3	0.3	0.4	0.4	0.3	0.8%
Productivity (WSCH/FTEF)	662	507	492	523	659	-0.5%

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?

Prior to 2021 most students taking the classes that are the core cohort classes for our Certificate in Leadership and Social Change courses were not part of our program, they were simply taking the class. Now that we are running a real cohort with 25 students intentionally taking our year long sequence of classes, the headcount is more "duplicated"

#### 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/EiRTueQ8GrNLqItlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?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.

VIDA built the curriculum for our Certificate in Leadership and Social Change in collaboration with CLP. For the curriculum development we use a DACUM (Developing a Curriculum) process which is typical of CTE programs. In that process, along with our allied programs at other colleges, we interviewed people who hire community organizers and asked them what the curriculum should include. We designed our curriculum accordingly. Our sister program at Los Angeles Trade Tech College is a CTE program. Many of our students use the certificate to gain employment in the social services sector of the economy. We have always seen our program as a career program, but in the past, we were told that we could not be considered CTE. That has recently changed and we are working with the Deans of CTE IIS and SSH to have the LSC certificate be considered a CTE program. This will be benefit our students because it will allow us to offer more paid internships and thus lead to program expansion

## D. Course Success

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### Course Success

De Anza College

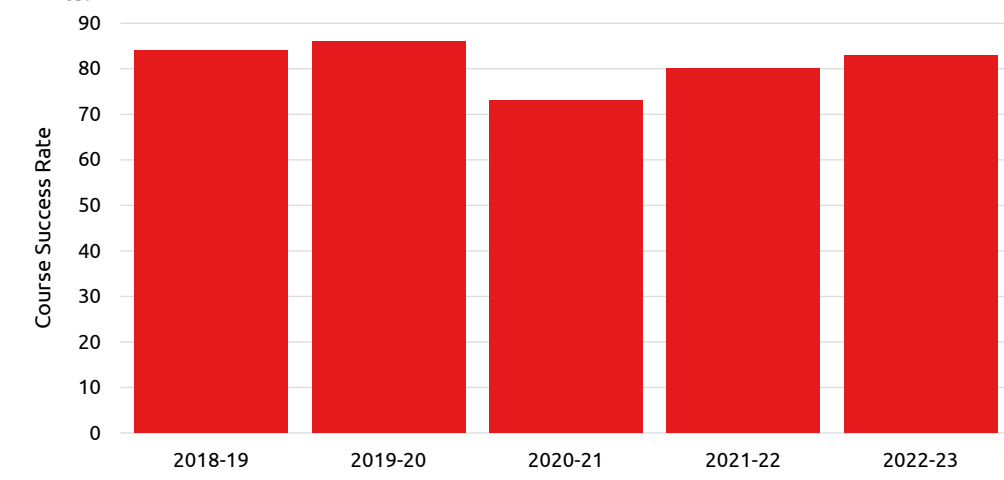
**Who uses this report:**

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
<b>Measures</b>	157	84%	132	139	86%	119	177	73%	130	184	80%	148	183	83%	151

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](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. Our course success rates are high because we carefully scaffold assignments with a contract system of grading, where students are able to redo work until they are satisfied with their grade. We do a lot to create community and systems of mutual support within our classes. Our curriculum is deeply relevant to the lives of our students
2. We are always working to get feedback from students about what works and what doesn't in our classes and we adjust accordingly. We have trained mentors in our classes to support the student in the classes who are in our California Youth Leadership Program (CYLC) Every year we improve the training for our mentors.

3. I am not sure how to answer this question there are unique classes.

## 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**


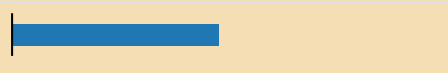
This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

**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<sup>1</sup>

Currently showing all groups. [Click here to show only groups with disproportionate impact.](#)

Leadership and Social Change-DA						2022 Fall to 2023 Spring
Number of sections: 19						
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	183	83%	83%	0		
Asian	38	79%	83%	-5		2
Black	11	91%	82%	+9		
Filipinx	3	100%	82%	+18		
Latinx	106	82%	83%	-1		2
Native American	0		83%			
Pacific Islander	2	100%	82%	+18		
Unknown ethnicity	5	100%	82%	+18		
White	18	78%	83%	-5		1
Female	107	86%	78%	+8		
Male	70	76%	87%	-11		8
Non-Binary	0		83%			
Unknown gender	6	100%	82%	+18		
Foster youth	2	100%	82%	+18		
Individuals with disabilities	6	100%	82%	+18		
Low Income	120	80%	87%	-7		9
Not Low Income	63	87%	80%	+7		
Veterans	0		83%			

<sup>1</sup>The PPG-1 method follows the CCCCCO 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. In our CYLC cohort we have strong supports for our low income students but we could do better with our non-CYLC LSC students, and if we had a counselor-coordinator we could do more to meet these needs
2. Black students do very well in our program, they do 9% better than all other students. Latinx students 1% worse than all students. We still see a significant gaps for low income students, with a -7% gap. We also have a 11% negative achievement gap for males.
3. A large proportion of our Black and Latinx students are in our CYLC program which has strong student supports built into it. Our relationship with Silicon Valley DeBug continues to bring Latinx and Black males into our program, where they succeed at very high rates. I believe and intersectional data set that separated out Black and Latinx males would show that we have very high success for those groups. For us to figure out why there is a negative achievement gap for males In our program, I would want to break that down by race.
4. I would like to see more foster youth and disabled students in our program.
5. I looked a bit more at males and low income

## 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?

1. The strategies that we use which yield such positive results for Black and Latinx students are: engaged learning, mentor support, a well scaffolded pedagogy, a contact grading system, relevant curriculum, and systems of mutual support in classes
2. The purpose of our program is to help students from marginalized communities be agents of change and to develop careers in that area. Developing a sense of agency among our students helps them complete their courses in our program and to go on to have careers making a difference. Our success with students from marginalized communities is aligned with our goals.

## Trends in Awards

# 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?

Our program is fairly stable. We hope to eventually expand course offerings to offer two cohorts of our certificate program. In future years we hope to receive data on our new Social Justice ADT

## 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

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	0.2	0.2	0.3	0.3	0.3	52%
Full Time %	66.2%	67.1%	75.0%	75.0%	100.0%	51%
Part Time Load	0.1	0.1	0.1	0.1	0.0	-100%
Part Time %	33.8%	32.9%	25.0%	25.0%	0.0%	-100%
Total FTEF	0.3	0.3	0.4	0.4	0.3	1%

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?

We have a grant funded 3/4 time staff person working in this program. We would like eventually to shift that to full time.

### 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.

We have not been asked to do SLOs for this certificate, but we plan to do so this year.

### Dean/Manager Comments

[object Object]

**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.