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: |  | SSRS - IMPACT AAPI |
|  | 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> ). | IMPACT AAPI is a learning community that supports academic achievement of Asian American and Pacific Islander students – especially those from Pacific Islander (including Samoan, Tongan, Chamorro and Hawaiian) and Southeast Asian (including Cambodian, Filipinx, Hmong, Lao and Vietnamese) backgrounds.  IMPACT AAPI is a program within the Student Success and Retention Services Department, under the Equity and Engagement Division at De Anza College. |
| 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 | Transfer - Our goal is to close the gaps in academic achievement and transfer among Asian American and Pacific Islander (AAPI) students at De Anza, especially students from AAPI backgrounds that have been historically underrepresented or underserved in higher education. |
| 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 | General education, career, learning resources and personal enrichment. |
| 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 are offered directly through IMPACT AAPI. |
| 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 are offered directly through IMPACT AAPI. |
| I.B.3 | # ADTs (Associates Degrees for Transfer) Awarded | State the number of Associate Degree Transfer awarded by your 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 are offered directly through IMPACT AAPI. |
| 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 are offered directly through IMPACT AAPI. |
| 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? | We only become a full-time program around 2 years ago. There were also different counselors who were part-time so gathering that data and comparing degree/certificate trends is unavailable at this time. |
| 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 GE & transfer support –  Now that have a tenured faculty member, we are able to further build and create strategies to ensure that students can obtain their degrees and rewards.  - Transfer workshops to support students with their transfer goals  - Completed educational plans  - Min. quarterly appointments  - Enrollment in course such as COUN 5, CLP 5  - Personal and accessible counseling regarding ADT, AA/AS and transfer  - 30 min, hour Appointment/drop-ins counseling options  - Peer mentorship/leadership IMPACT programming  - Campus fieldtrips  - Participation in Summer Bridge  - Embedded counseling in classrooms  - Shared curriculum/pedagogy in class programming  - EOTY Celebrations for cohorts and graduates  - Collaborations with ASAM, English, NAIS and Comm departments, MPS, Puente, Umoja, FYE prograjms & affinity groups on campus. |
| 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> . | 1 faculty member |
| 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. | Over the past 2 years, we have only had 1 student employee and this student was paid through federal work study. |
| 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. | 70.6% |
| 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 SSRS Counselor/Coordinators for the program, however without re-assigned time, these critical duties are not always given the time and consideration required as both counselor/coordinator 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? | This is the second year of data collection for this program.  Before the coronavirus pandemic, enrollment for the IMPACT AAPI program was growing annually and there has been strong interest every year. We were able to successfully fill the last two cohorts. However, 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 possible. |
| 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? | We only have 2 years of data so trends have been okay during  IMPACT AAPI typically enrolls SEA, Filipinx and Pacific Islander student populations.  An increase in Pacific Islander enrollment has been difficult due to the decline of these communities that are enrolled at DA and who live in this area.  Strategies to increase Pacific Islander student participation will included changes to the class schedule to better accommodate work/family and include the ability to enroll students from our athletics department. We will continue to work more closely with the Outreach department to target high schools with larger Pacific Islander student populations. Additionally, we are working with the NAIS/ASAM departments to increase program visibility and recruitment to these communities.  We have been steadily increasing services and programming, however, the pandemic has stalled our growth. We haven’t been able to provide all entire range of services since we have been remote. However, we have put these strategies in place to retain and increase enrollment trends and keep the integrity of our program –   * Rise in social media engagements by program and participants (Discord, IG, Adobespark, Email, googledrive, Kahoot, Zoom, Canvas, Jabber, etc.) * Acquiring DASG funding to increase peer mentors in the classrooms (virtually and in-person) * Monthly in-person events and larger quarterly in-person events (in collab with SSRS programs). * Access to counselors/peers online * Building virtual tutoring programming * Synchronous/hybrid classes and events to build community online |
| 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? | We only have data from the past 2 years (20-21, 21-22). In our IMPACT AAPI courses, we have seen an 89% success rate in 2020-2021 and 95% success rate in 2021-2022.  Trends that could be seen are –  1)   * Covid-19 has significantly affected success rates. But success has seen an increase overall in the last two years * Restricted services and programming due to Covid-19 * Online learning that most our students had difficulty with   2)   * Instructional faculty have been vital to these success rates. Flexibility and willingness to adapt to current challenges has been a reason why we saw an increase in success within only 1 year. With consistent participation in the programming and strong communication between students, instructional faculty and counselors, we have been able to increase these success rates. * Offering in-person activities and hybrid classes * Providing online Summer Bridge to help students get acclimated to online learning and ability to build familiarity and resource awareness early on * Monitored and collaborated with others to go around the coronavirus standards and minimized negative 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? | In the two years are all course completion rates have been in the low 90 percentage range in comparison to other disproportionately impacted AAPI groups that are not enrolled in our program (70 & 80, 86 percent range).  We attribute this to our strong sense of community, collaborative partnerships (affinity groups, departments and programs), counseling and instructional/department wrap-around support.  Our program is showing in increase in overall success rates and students who are more invested (for example, enrolled in programs like IMPACT) have a better sense of belonging to campus and tend to do better academically. Our program enhances these opportunities and spaces for students. However, strategies to further enhance success in course completion is to outreach to more programs to collaborate with, receive additional funding to build more mindful and engaging programming and incorporating mentor/internships. |
| 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.) | We haven’t had many changes to our programming within the last two years but AB705 has impacted our curriculum where we are now offering bundled EWRT 1A/LART 250. Half the students who enroll in our program do not require LART 250. These 3-additional non-transferable counter the primary focus our program which is transfer. However, we continue to offer the EWRT 1A/LART 250 bundle to ensure that a majority of students can participate in our program. With limited ability to create more cohorts (due to staffing and funding), we can’t reach students who fall into the stretch EWRT courses. This presents a challenge since we can’t be as flexible with our EWRT offerings. |
|  | **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. | Students in our programs also identify as part of the undocumented, immigrant, socioeconomically impacted, under-resourced, basic skills learners, LGBTQ+ and foster communities. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | Success rates have been up this year through pandemic and distance learning. Ability to build community through online resources and innovative strategies to connect to students has been steadily working. 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, we will need additional staff positions since the program is growing at a rapid pace. Within the program, 1 counselor teaches (in load), coordinate programming/meetings/events, budgets, supervises, conducts outreach, facilitates workshops/events, serve on committees and provides counseling services. For one person, it is not sustainable and can lead to burnout or ineffective programming. Equity work is demanding and requires many additional resources.  Ideally it would be great to have additional co-coordination support similar to the Puente and FYE programs.  The vacant SRSS director position has placed more administrative work on the 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 department as a whole. |
| 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 | The following resources support is needed   * Professional Development – Since there is only 1 faculty member for the program, it is important to stay current with equitable pedagogies, AAPI related issues/challenges/barriers and attend conferences/trainings to continually serve these populations successfully. * Enhanced support for students – we need more support in our program internally and release time for another instructional faculty member so we can better support/serve our students. * Departmental Collaborations – continued collaboration with depts. From across campus. |
| 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? | Yes |
|  | **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:” | N/A |
| IV.A | SLOAC Summary | Describe an accomplishment or enhancement that resulted from SLO assessment starting with Spring 2020 through end of Spring 2022.. | IMPACT AAPI students regularly meet with the counselor to create Student Educational Plans (SEPs) and the program schedules 2-3 campus visits to transfer institutions each year (with the exception of Covid-19 this year). All students are required to participate in the writing, counseling, and community building components of the program. This has remained consistent over the past two years since the re-birth of the program. |
| 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. | EWRT 1A/LART 250, NAIS 31, COMM 1, EWRT 2, ASAM 20, 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. | We are allocated a small budget for the E&E division each year to complete programming for our students, however, we have heavily relied on DASG funding to expand and strengthen our program (with funding came the ability to hire more peer mentors/tutors for example). Requested DASG funding was out of our need to expand and improve the program but that funding is limited and not also guaranteed every year.  The program needs stable funding in the event that the DASG funding decreases or become unavailable. |
| 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: | While there are no impacts directly affecting the IMPACT program, our programs rely heavily on additional pay to fund planning and coordination efforts by instructional faculty that go above and beyond the scope of their contracts. Without this additional pay, it would be difficult to recruit and retain faculty for our program. It requires a considerable investment in time and effort beyond what is normal for teaching a general population course. Additional responsibilities of IMPACT faculty include increased prep time to collaborate 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. We currently do not have additional faculty to coordinate this program. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | 1 full time English Instructor, SSRS Director (Growth) |
| 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. | It is inequitable that some cohort programs have additional co-coordination support and some do not. With the growth of our programs, it would be helpful to have a full-time English instructor with reassignment time.  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. With all SSRS programs now full-time programs, it is even more critical to fill this role. |
| 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. | Please 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. | N/A |
| V.G | Other Needed Resources | List any other resource needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | N/A |
| 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? | * Funding to attend conference (APAHE, NCORE, etc.) to stay relevant to latest research/tools for educational practices, culturally relevant curriculum and pedagogies. * Training and immersive workshops experiences similar to ISW would be incredibly beneficial. |
| 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. | IMPACT program faculty depend on conference funding from the Professional Development office. During each 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 financial 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. Allocation of further funds to support faculty would benefit disproportionately impacted students due to the specific nature of the IMPACT 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 | This is the first year that IMPACT has completed a program review due to the hiatus of the program under institutional funding (IMPACT was formally grant funded).  Moving forward, we plan to-   * Record educational plan completion in their first year * Continually assess course completion * Continually record transfer data (majors, which schools, etc.) * Annual retreat where IMPACT faculty can share best practices and find strategies to improve IMPACT programming and success of its students.   Also, we will assess outcomes by looking at our student success, retention, and persistence rates. If the rates end up dropping, we will reevaluate our effective practices in the classroom, the structure of our course offerings, and the services we offer to the students to see if any adjustments are needed as a result of external mandates or of shifting student needs. |
|  | Submitted by: | APRU writer’s name | Amy Wang, [wangamy@fhda.edu](mailto:wangamy@fhda.edu) |
|  | Last Updated: | Give date of latest update | May 16th, 2022 |