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: |  | Math Performance Success (MPS) program |
|  | 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 Math Performance Success (MPS) program aims to help all underrepresented students meet their goals by improving student success in math through innovative and collaborative approaches including extended lecture time, in-class tutoring, and embedded counseling services. |
| 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 | General Education, Transfer. |
| 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 | Learning Resources/Academic Services, |
| 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”. | In 2019-20, a total of 43 Certificates of Achievement were awarded. In 2020-21 the number of Certificates of Achievement awards conferred was 55. |
| 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”. |  |
| 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”. | In 2019-20, a total of 124 Associate degrees for Transfer were awarded. In 2020-21 the number of Associate degrees for Transfer awarded was 160. |
| 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”. | In 2019-20, a total of 124 AA and AS degrees were awarded. In 2020-21 the number of AA and AS degrees awarded was 150. |
| 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? | In 2019-20, a total of 291 degrees/certificates were awarded. In 2020-21 the number of awards conferred was 365. The total number of awards increased over the period from 2019-20 to 2020-21. |
| 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.) | -Continue course offerings in more advanced math and for AB705  -Collaborate with transfer center, wrap-around services.  -Offer degree workshops and transfer workshops |
| 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> | None |
| 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. | 10 Math Faculty  3 Counselors |
| 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. | In 2019-20, the total of students was 860. In 2020-21 the number of students was 706. |
| 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. | In 2019-20:  3 classified staff  3 classified staff  1 administrator  ~15 student tutors  In 2020-21  3 classified staff  3 classified staff  1 administrator  ~15 student tutors |
| 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> . | 10-12 (5.5) |
| 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. | 15 |
| 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. | 40.4% |
| 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. | 3 classified staff  1 administrator  15 student tutors  3 counselors |
| 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.) | We lost a counselor at the end of the academic year. We are down to 2 counselors for 2021-2022 Academic Year. We had to hire a part-time counselor to support the program. Another counselor will transfer to another department, leaving the program one fulltime counselor.  Extended tutoring hours to 6pm  Offered night courses and extended tutoring services. |
|  | **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 enrolments; rather reflect on enrolment trends. What strategies does your department have in place to increase or maintain current enrollment trends? | Decrease in enrollment. We decreased our course offerings due to overall low college enrolments. However, we continue to partner with the SSRS team and other programs on campus to recruit students. We will conduct more presentations/info sessions for recruitment purposes. |
| 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 enrolments, 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? | There are very slight changes in enrollments, but no clear trends.  The MPS program will continue to work with the SSRS team and other programs on campus to recruit students. We will attend conduct more presentations/info sessions for recruitment purposes, especially welcome day, enrollment day, high school conference.  The MPS Program will begin to work with the villages to recruit students. As well as continue to work with the outreach team to target incoming students. |
| 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? | Factor: online learning environment requires instructor to shift their course structure  Modality- synchronous, hybrid, face to face  Number and Time of offerings  Students/ faculty are not comfortable with online learning.  Shifting in teaching strategies needed to successfully teach an MPS course  Shifting tutoring center to online format  Limited knowledge of online resources available for students (emulator, access codes, etc) |
| 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? | Disproportionate impact tool percentage point gap value results African American +0, Filipinx +3, Latinx –17%, Low income 5%, Veterans 10%, male +5, female –5%. All differences are successful except for Latinx and Females. Latinx students are our highest numbers in MPS. With this in mind we should strategize on ways of targeting these students and closing the gaps. Possible strategies include working with the institutional research group to take a deeper dive into the data and understand where students need the most help (beginning of quarter, middle, end). Provide surveys to students who failed or dropped to better understand what resources they needed to succeed. |
| 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.) | The Innovation grant which supported one counselor, part-time program coordinator, 2 part-time Instructional coordinators, and 15 tutors for the past 4 years will be ending June 31st. Without this grant, the program will not be able to fully support personnel next academic year. Tutoring will be reconsidered from drop-in to by appointment. |
|  | **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. | MPS has worked with students that belong to the groups listed but also include low income, students with disabilities, and veterans. |
| III.B. | Program Success | Describe any events/program changes/successes that you would like to share relative to your equity efforts? | The MPS program has expanded to support our students in Calculus 1A and 1B. We have worked in collaboration with SSRS and REACH to create a learning community within the MPS learning community. |
| III.C. | Equity Planning and Support | Has equity work generated any need for resources? If so, what is your request? Include staff/position needs. | Counseling and tutoring are important components for the MPS program to be successful. In counseling for the program to service 10 sections a quarter, the program needs two full-time counselors and one additional assignment of 15 hours. Currently, one counselor is approved to transfer to another department leaving one vacancy for a full-time counselor.  Tutoring will no longer be funded by the Innovation grant. At this time the only funds we have to support tutoring is DASG which will be used to pay for four months of tutoring. After four months, the MPS program will have no funding for tutoring. In order to upkeep the tutoring center, $35K is needed per quarter. The costs include 2 instructional support coordinators (50%) and 15 student tutors. |
| 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 | * Professional Development – for faculty new to MPS, professional development around how to work with students with math anxiety, or students that are underprepared. * Enhanced support for students- For the MPS program, tutoring is a big component that we need more funds for. |
| 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? | The MPS program is always open to learning best practices in diminishing equity gaps in math. A resource the program would like is to have more tutors in the classroom to assist those students that need more help. |
|  | **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.. | Program has no official SLO; however, the Math Performance Success (MPS) program aims to help all underrepresented students meet their goals by improving student success in math through innovative and collaborative approaches including extended lecture time, in-class tutoring, and embedded counseling services. One enhancement to added to the program to increase student success in math was to add calculus in 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. | Not applicable |
|  | **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. | As mentioned, the MPS program for the past 6 years has been funded by grants. Without grant funding the program will have to adapt with the resources provided by the institution. |
| 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: | Enrolment has decreased throughout the college and therefore has led to a decrease in the number of offers. |
| V.C.1 | Faculty Position(s) Needed | Describe each request as: “Replace due to Vacancy”, “Growth”, or if none state “None Needed Unless Vacancy” | Counselor/Coordinator (replace due to Vacancy) |
| 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. | Need counselor to sustain 9-10 sections of MPS per quarter. Two integral components of the MPS Program are the counseling and tutoring components. |
| 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. | Need funding to continue to support 2 Instructional Support Coordinator and Program Coordinator  Part-time staff: 2 Instructional Support Coordinator and Program Coordinator (need funds to continue employment). |
| 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. | Pre-pandemic, the MPS program had 25 student tutors. All student tutors are supervised and managed by the Instructional Support Coordinators (ISC). The ISCs are necessary to manage the tutoring center. The program coordinator is needed to oversee the program logistics. Two integral components of the MPS Program are the counseling and tutoring components. |
| V.E | Equipment Requests | List all equipment resource needs on the Excel spreadsheet. Be sure to include to justification and costs in appropriate columns. | Provide access codes for 200 MPS students per quarter to decrease the financial burden of purchasing textbooks. |
| V.F | Facility Request | List all facility needs on the spreadsheet. Be sure to include to justification and costs in appropriate columns. | None |
| 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 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? | None |
| 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. | None |
| 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 | Over the past five years, the MPS program has grown to include additional math courses, resources for students, and staff. We are constantly performing both qualitative and quantitative data to gauge program success. Student surveys have been key in reimagining the MPS program. From results of student surveys, the program now offers Calculus 1A and 1B. Using quantitative research our program identified the need to increase the number of black students in the MPS program. To do this, the MPS Team worked closely with Umoja and BFSA to strategize on how to increase recruitment. |
|  | Submitted by: | APRU writer’s name | Yvette Campbell |
|  | Last Updated: | Give date of latest update | None |