

Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

The mission of **Student Success and Retention Services (SSRS)** is to address historical and institutional inequities resulting in achievement gaps for underserved students by fostering a community of learners and leaders through innovative services and pedagogies that increase retention, persistence, graduation, and transfer rates.

SSRS provides **academic enrichment** and support services for

- first-generation college students
- students from groups that have been historically underrepresented in retention and transfer rates

FLOW (Future Leaders of the World) is a learning community within SSRS that explores the personal and social impact of hip-hop artists and culture.

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>)?

The FLOW program aligns with both the SSRS and College mission and values in that it utilizes innovative and culturally relevant curriculum to bolster an "academically rich environment". The selection of courses for the cohort are integral to students' graduation and/or transfer educational goals. The students in our FLOW program represent a number of under-resourced communities including (but not limited to) Latinx and low-income students.

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?
Staff Transition	Have and implement a process of staff on boarding that allows for an informed transition into and out of staff positions for FLOW.	FLOW counselor; FLOW faculty; Associate Dean, Learning Community	Dean, Equity and Engagement; Dean, Language Arts, Associate Vice President of Instruction	Ensuring a sustainable FLOW program with situated faculty (instructors, counselor, coordinator) provides stability to the program. That stability helps our students to remain committed to and follow through of their educational plan, especially in the critical first two quarters.	Additional Pay documents; Program Review tool; Student Success and Retention Services Interest form; Cohort retention, success and persistent rates	Revised Additional Pay documents that clearly delineate roles/responsibilities; increase in student interest in the program prior to Summer Bridge; Continued increase in course retention, success and persistence rates from baseline 22-23.

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.)

The origin of staffing for the FLOW program differs from many of the SSRS programs in that program faculty and counselors are not hired into their programmatic positions. The counselor and faculty affiliated with FLOW receive additional pay stipends to collaborate on curriculum and programming, and to meet to discuss the social and academic well-being of the students in their program. Thus, stability of the program over the past few years has been tenuous as faculty rotate in and out of these critical roles, trying to balance their desire to contribute to FLOW while meeting the demands of their primary job duties that lay outside of the Equity and Engagement division. With this rotation comes a loss of historical context to reflect on patterns and trends that are emerging from the cohorts, and an inability to focus on vision-setting for the program because new faculty are always getting their bearings learning about the daily operational needs of the program.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends Hip Hop Flow				
	2020-21	2021-22	2022-23	3-yr %Inc
Unduplicated Headcount	55	48	33	-40.0%
Enrollment	91	100	64	-29.7%
Sections	3	4	2	-33.3%
WSCH	142	115	64	-54.8%
FTES (end of term)	9	7	4	-55.6%
FTEF (end of term)	0.3	0.3	0.1	-41.1%
Productivity (WSCH/FTEF)	567	363	435	-23.3%

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?

For 22-23 academic year, the EWRT 2 FLOW course did not make, dropping the enrollment down approximately 30 enrollments in comparison to the previous years. Additionally, the program underwent a staffing change in the 22-23 academic year that might explain a drop in number of students in the program--especially because that staffing change occurred late in the recruitment period.

CTE Programs - Statewide and Regional Labor Market Trends

CTE Programs Only

- Review and summarize the Lightcast Analyst Occupational Outlook data for your CTE program (<https://foothilldeanza.sharepoint.com/:f:/s/dactedepartments/EiRTueQ8GrNLqItIQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?e=1ybpmY>).
- 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.

N/A

D. Course Success

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Course Success

De Anza College

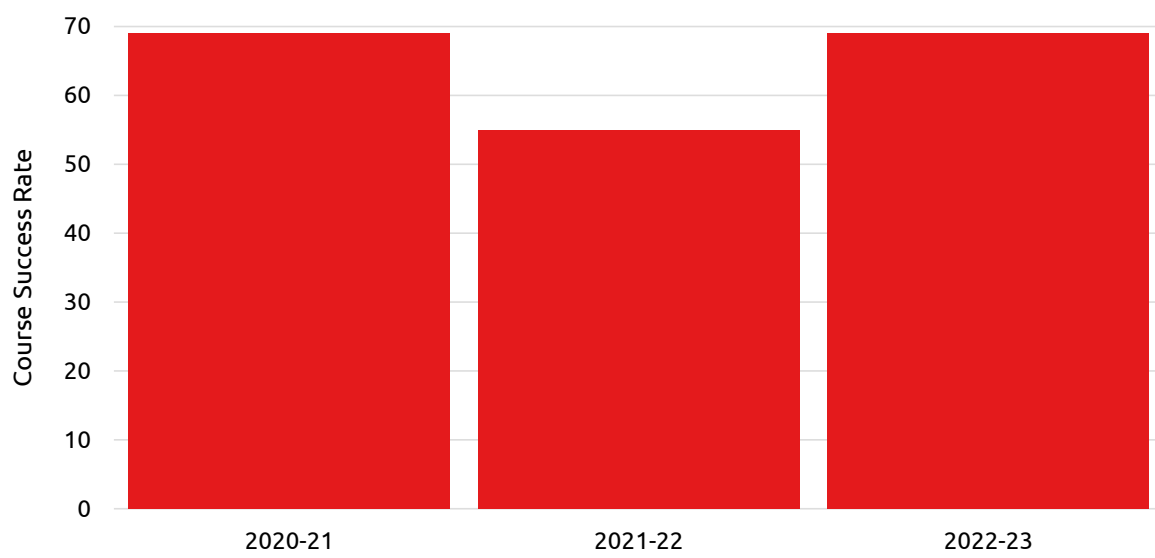
Who uses this report:

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

	2020-21			2021-22			2022-23		
	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count	Enrollments	Course Success Rate	Success Count
Measures	91	69%	63	100	55%	55	64	69%	44

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)
4. How do course success rate trends align with your program goals?

1. Faculty transition in the program from 21-22 to 22-23. The slow transition, migrating from a post-covid, tech-heavy, pedagogical approach while addressing learning gaps in both tech and content, subject matter.
2. Added tutoring component as a strategy to increase/maintain success rates; access to computer lab; working with OTI and getting computers- provide culturally diverse narratives
3. The course success data is a compilation of varying classes from different departments/divisions.

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 Gap Minus One (PPG-1) method¹

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

Hip Hop Flow					2022 Fall
Number of sections: 2					
Student group	Enrollment at census	Student group success rate	Comparison success rate	Percentage point gap	Additional successes needed to erase percentage point gap
All Students	64	69%	69%	0	
Asian	19	74%	67%	+7	
Black	2	50%	69%	-19	1
Filipinx	2	50%	69%	-19	1
Latinx	37	70%	67%	+4	
Native American	0		69%		
Pacific Islander	0		69%		
Unknown ethnicity	0		69%		
White	4	50%	70%	-20	1
Female	18	56%	74%	-18	4
Male	44	75%	55%	+20	
Non-Binary	0		69%		
Unknown gender	2	50%	69%	-19	1
Foster youth	0		69%		
Individuals with disabilities	2	100%	68%	+32	
Low Income	42	64%	77%	-13	6
Not Low Income	22	77%	64%	+13	
Veterans	0		69%		

¹The PPG-1 method follows the CCCCO 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. There isn't a difference between ethnicity in terms of success
2. That race isn't a factor in success in the program
3. Disparities in gender and income
4. females

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?

Writing and critical thinking is taught through a scaffolding method. Language Arts terminology is re-framed through culturally relevant metaphors.

B) formal, academic writing is couched under a holistic framework to invite all writers irrespective of ability. Using alternate forms of texts such as hip hop to foster planning of academic writing

Trends in Awards

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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?

N/A

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

	2020-21	2021-22	2022-23	3-yr %Inc
Full Time Load	0.3	0.3	0.1	-41%
Full Time %	100.0%	100.0%	99.9%	0%
Part Time Load	0.0	0.0	0.0	
Part Time %	0.0%	0.0%	0.0%	
Total FTEF	0.3	0.3	0.1	-41%

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?

1. Budget
2. Teacher aid and ongoing tutoring to support faculty and students
3. Connecting them with resources outside of FLOW to ensure students academic success

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.

1. Consider music as alternate form as a viable literacy for academic writing inquiry.
2. Using the four elements of hip hop: (graffiti, dancing, Djing, Knowledge) and reframing them to suit the rhetorical needs and demands of the institution

Dean/Manager Comments

The FLOW program data does demonstrate differences in course completion rates by ethnicity, particularly for Black, White and Filipinx students in comparison to their Asian and Latinx counterparts over the past 3 years that we have data on the program. However, for the Black and Latinx students, it's difficult to ascertain any trends as the data spikes and dips over this 3 year period (2020-2023). What I can see from the data is that there's been a steady decrease in course success for White students in FLOW as well as a decrease in the number of students in the program for Black, White and Filipinx students. So while the population that this particular data is reflecting is fairly small, it identifies that there are some strategies to be explored here with recruiting and retaining these groups through successful completion of the cohorted FLOW courses. Further, FLOW has a growth opportunity here with

increasing the enrollment of females in the program through highlighting the centrality of this population in Hip Hop discourse.

As mentioned above, FLOW is a program without institutionalized support in the form of a counselor or a coordinator that is dedicated at least 50% of their time to the development of the program. We can see clear differences in course success compared to those programs that enjoy that level of support. I applaud the work the counselor and instructor have done for this program in securing needed resources like tutoring and access to computers via a computer lab to meet their students' needs. It seems to be having a positive effect on the students and will need to be incorporated as bare minimum needs for this program to continue its upward trajectory. To do this, FLOW will need more funding beyond what is provided to support the additional pay allocated to the faculty in the program.

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.