

Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

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.

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>)?

De Anza College has a longstanding commitment to issues of equity, social justice, and multiculturalism. Pinned to these foundational values is an equal focus on excellence in teaching and a campus culture that prizes innovation. Aligned with the vision of the college, the Math Performance Success (MPS) follows these core values and has proven to provide the additional services students need to be successful in math by using innovative and equitable practices.

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?
Student Success in Math	To improve student success in math through innovative and collaborative approaches including extended lecture time, in-class tutoring, and embedded counseling services.	MPS Counselor/Coordinator, MPS Math Faculty	PSME faculty; Counseling, DSS Department, Dean of PSME, Director of STEM MESA	MPS counselors will work with MPS tutors and math faculty to ensure students are provided the resources to successfully complete their math course.	Increase in MPS course success rates; Enrollment Trends, Counselor-Student Ed plan completions.	Course Success Rate Trends, student input using student evaluations
Student Retention in Math	The MPS program is a high touch program where the MPS counselor, MPS tutor and MPS Math Faculty work together to ensure students remain in the program and continue until their Pre-calculus and Calculus sequence is complete.	MPS Counselor/Coordinator, MPS Math Faculty	Counseling, Dean of PSME, Director of STEM MESA	MPS Counselors will meet with students to ensure ed plans are aligned with transfer goals and major requirements.	Enrollment in math sequences, number of completion of ed plans in each MPS class. Transfer data	Enrollment Trends, Math sequence retention, transfer data, degree completion data.
Student STEM exposure	Build students' STEM identity and provide them with an insight into STEM programs at four-year institutions and careers that they would not get otherwise. Stronger STEM identity has been shown to increase persistence and retention of students in STEM.	MPS Counselor/Coordinator, MPS Math Faculty, MESA Program Coordinator, MESA Director	MESA Program, PST Village	Provides students opportunities to explore prospective majors and careers by collaborating with PST and HLS Villages with speaker events, panels, and other related engagements.	Student survey assessments in the beginning and end of the year. As well as surveys conducted after an event.	Increasing STEM Identity, exposure and STEM community will be accessed by determining if MPS students will have taken more units in STEM MPS class, post-test at the end of the quarter for each MPS math class taken. Determine if students in MPS have a greater STEM identity as a result of being part of MPS.

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.)

I anticipate that we will have a vacancy for an MPS Counselor/Coordinator position due to a transfer starting Jan 2024.

The MPS program is in the beginning stages of building a noncredit Math Support course for MPS.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends Math Performance						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	1,031	860	706	615	682	-33.9%
Enrollment	1,201	1,008	788	781	781	-35.0%
Sections	38	31	26	25	25	-34.2%
WSCH	4,003	2,797	2,178	2,603	2,603	-35.0%
FTES (end of term)	264	185	144	172	174	-34.1%
FTEF (end of term)	8.3	6.8	5.5	5.3	5.3	-36.0%
Productivity (WSCH/FTEF)	481	413	393	489	489	1.5%

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?

The MPS Program in the past had external funding that allowed the program to offer 10-12 sections per quarter. At this time the number of MPS sections that the program can sustain with the current staff (2 MPS counselors) is 24 sections/year. According to the last two years in which MPS offered 25 sections/yr, enrollment increased.

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.

NA

D. Course Success

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Course Success

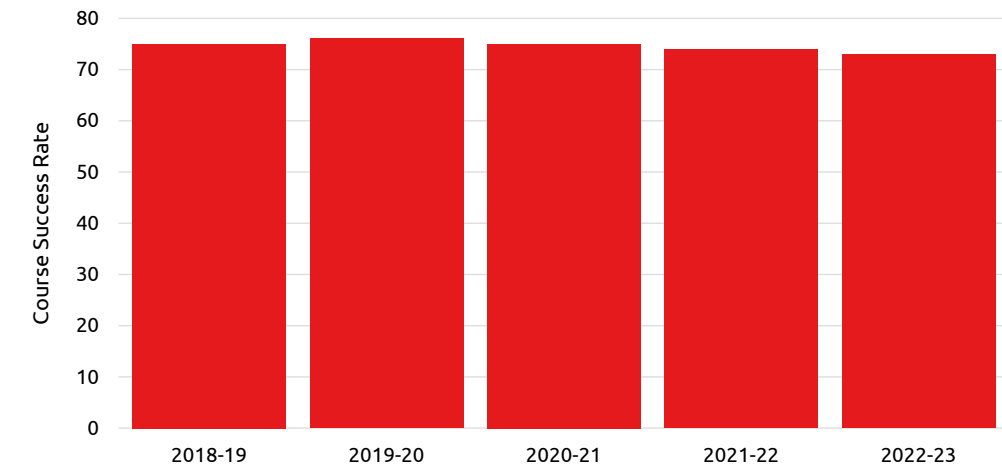
Who uses this report:

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
Measures	1,201	75%	902	1,008	76%	769	788	75%	589	781	74%	578	781	73%	569

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?

Course success rates have not changed much in the 5 past years ranging from 73-76%. Before covid, course success rates were a bit higher. It has been challenging trying to navigate course delivery in this post-covid and AB705 world. The MPS program, faculty, and counselors are doing their best under these new circumstances. As the MPS program begins to offer more in-person sections, we have

noticed an increase in both counseling and tutor requests. It is with hope that with these increase in requests, student success will also increase.

A new approach the MPS program is offering is 'after class' support. After class support is delivered by the embedded MPS tutor, were they meet with students right after class. We piloted this type of support for one MPS section last Spring with great success. I am hoping that this added support will lead to an increase in course success. Also, in collaboration with MESA, the MPS Program will be providing more STEM events and opportunities for MPS students to partake in which will likely increase engagement and ultimately success and retention in STEM.

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) method¹

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

Hide cells with fewer than students

Math Performance						2022 Fall to 2023 Spring
Number of sections: 25						
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	781	73%	73%	0		
Asian	261	79%	70%	+9		
Black	45	76%	73%	+3		
Filipinx	48	69%	73%	-4		3
Latinx	253	60%	79%	-18		47
Native American	N/A					
Pacific Islander	N/A					
Unknown ethnicity	69	87%	71%	+15		
White	98	81%	72%	+9		
Female	322	73%	73%	0		2
Male	439	73%	73%	0		2
Non-Binary	0					
Unknown gender	20	80%	73%	+7		
Foster youth	N/A					
Individuals with disabilities	44	68%	73%	-5		3
Low Income	354	68%	77%	-10		35
Not Low Income	427	77%	68%	+10		
Veterans	27	74%	73%	+1		

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?

Overall gaps in successful course completion by ethnicity is 5% or lower for all categories except for Latinx and low income. The Latinx population is one of our biggest groups in MPS. It is unfortunate that this population is being disproportionately impacted. In the past, we faced similar discrepancies with our black students in MPS. Through thoughtful collaborations with Umoja and Men of Color learning communities, we have not only increased enrollment of black students but also diminished existing gaps in course success. In order to address the equity gaps that exist in the Latinx population, it may be necessary to increase our collaborations with Puente, FYE, LEAD, and Men of Color and be intentional when following up with our Latinx Students to make sure they have the tools to succeed.

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?

Through intentional case management, successful course completion gaps can be narrowed. MPS teaching faculty connect with counselors to talk about student progress in the course, follow up about absences, missed assignments and course success. Together, MPS counselors and teaching faculty are able to identify growth areas for the students, and then MPS counselors can follow up with resources necessary to support the student.

With classes now back to in-person, counselors are also present inside the classroom to allow for easy access to resources. During MPS classes, MPS counselors have the opportunity to make announcements about important academic policy deadlines, workshops and

opportunities on campus, transfer etc. Counselors can also take the time to connect with the students one on one and schedule appointments so they can meet outside of class. This high-touch approach makes it easier for students to remain align with course success and completion.

Trends in Awards

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Degrees and Certificates by Ethnicity

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 24-Oct-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?

NA

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.

NA

Staffing Trends

Faculty Workload

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	5.2	5.2	2.2	4.0	3.8	-28%
Full Time %	62.7%	76.3%	40.1%	75.0%	70.8%	13%
Overload	0.3	0.0	0.4	0.0	0.2	-33%
Overload %	4.0%	0.0%	8.0%	0.0%	4.2%	4%
Part Time Load	2.8	1.6	2.9	1.3	1.3	-52%
Part Time %	33.3%	23.7%	52.1%	24.9%	25.0%	-25%
Total FTEF	8.3	6.8	5.5	5.3	5.3	-36%

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?

In order to support 8 MPS courses/ quarter, the MPS Program needs a team of 8 MPS Math Faculty, 2 MPS Counselor/Coordinators and a program coordinator. Each position is essential to ensure student success in math and other related STEM courses.

The MPS team meets once a week with the director and once a week with all the faculty. This dynamic provides opportunities for staff to express program and students concerns before concerns become big problems. When students need extra support, the team shifts to provide the needed support. For example, with transfer applications due this month, counselors are providing workshops for students to come and work on their personal insight questions in a group setting.

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.

NA

Dean/Manager Comments

I agree with the analysis. One of the other factors impacting the enrollment of very desirable MPS classes is the complications in registration process which MPS director and counselors work hard to address regularly. Also, AB705, 1705 took away the option of offering developmental math classes which historically was a big part of 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.