

Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

The African American Studies department at De Anza College offers comprehensive and academically rich courses that encourage students to develop critical thinking skills, understand their social responsibilities, and affirm the lived experiences, history, culture, and contributions of Black people in the United States. The department seeks to advance academic excellence, elevate historically unheard voices, and center the most marginalized among us.

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 program's mission statement closely relates to the mission, vision, and values of the college. Both encourage students to critically think, understand their social responsibilities, and develop their civic capacity for social justice.

Program Goals

Enter 1-3 goals for your department to be achieved by spring 2027. Each annual reflection will ask your department to report on progress in meeting your goals. Each goal should be aligned to your department's mission and the college mission. All resource requests and personnel requests should be aligned with your program's mission and goals.

Goal title	Goal description	Responsible parties	Collaboration with	Guided Pathways engagement	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Enrollment	Serve 650 Students each academic year	Faculty	PT Faculty; Dean; Scheduler	Equity; Retention	Enrollment Trends	Review Enrollment Variables and Trends
Diversify Course Offerings (Area F)	Add three courses to Area F	Faculty	Dean; Curriculum	Equity, Retention; Student-centered Instruction	Curriculum Approval	Course curriculum to be approved for Area F
Online Course Design	Update all online courses to comply with the CCC Online Teaching & Design course	Faculty	Dean; CCC Online Teaching & Design Course	Equity; Retention; Student Centered Instruction	Canvas courses	Instructors have completed CCC Online Teaching & Design Course; Courses have been updated and approved by Department Chair

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.)

There is a current curriculum conversion happening to have all courses in department approved for Area F/Ethnic Studies. All course offerings are fully online (asynchronous) due to faculty accommodation needs and program needs.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends African American Studies-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	354	289	214	297	649	83.3%
Enrollment	378	311	230	307	674	78.3%
Sections	11	10	9	11	18	63.6%
WSCH	504	415	307	409	899	78.3%
FTES (end of term)	34	28	21	28	60	76.5%
FTEF (end of term)	0.9	0.8	0.7	0.9	1.5	68.4%
Productivity (WSCH/FTEF)	566	516	438	455	599	5.9%

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 new Area F requirement has greatly impacted the current enrollment numbers. Due to this, the program has added courses. Additionally, most course are now offered fully online and those courses have done exceptionally well in terms of enrollment.

The program continues to accommodate for these new enrollment trends by offering online course, late-start courses, and summer courses. All fully online.

These trends align with the mission and goal #3.

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.

N/A

D. Course Success

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Course Success

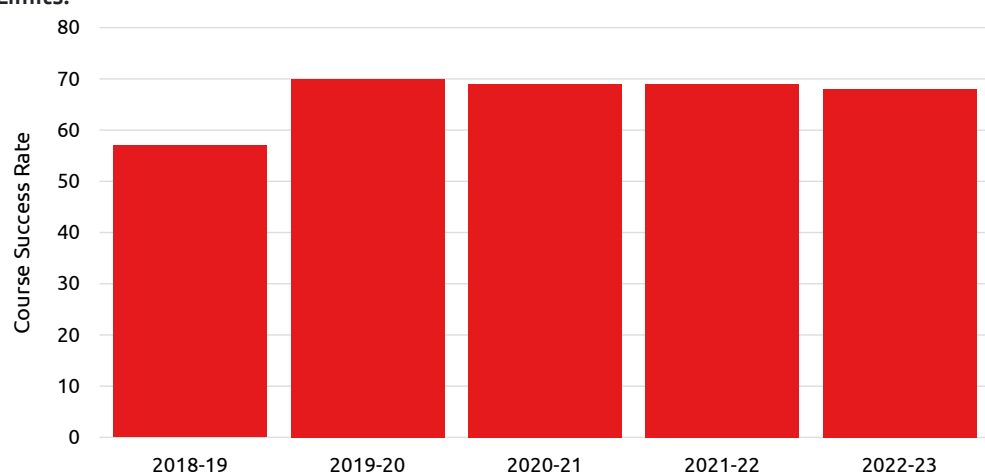
Who uses this report:

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	378	57%	215	311	70%	219	230	69%	159	307	69%	212	674	68%	460

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?

The success rate in the department is complex. 2022-23 saw the most student succeed (460). However, the success rate of 68% is down from the last two years (69%). Still, the success rate is being identified as increasing because of the amount of students that are currently succeeding.

To maintain this trend, the strategy of offering asynchronous online courses, what is currently the most offered courses, should continue due to the actual numbers of students succeed, nearly double the successful students the previous years.

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

African American Studies-DA					2022 Summer to 2023 Spring	
Number of sections: 18						
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	674	68%	68%	0		
Asian	203	76%	65%	+11		
Black	144	58%	71%	-13		19
Filipinx	53	79%	67%	+12		
Latinx	147	64%	69%	-6		9
Native American	N/A					
Pacific Islander	12	42%	69%	-27		4
Unknown ethnicity	21	76%	68%	+8		
White	93	70%	68%	+2		
Female	321	72%	65%	+7		
Male	338	65%	71%	-6		20
Non-Binary	0					
Unknown gender	15	53%	69%	-15		3
Foster youth	N/A					
Individuals with disabilities	27	56%	69%	-13		4
Low Income	364	63%	74%	-11		41
Not Low Income	310	74%	63%	+11		
Veterans	18	72%	68%	+4		

¹The PPG-1 method follows the CCCCCO method for calculating disproportionate impact. Disproportionate impact is when (1) a student group's PPG value is less than -2 (e.g., -3, -4, -5, etc.) and (2) the absolute PPG value is greater than the calculated margin of error. PPG is calculated by comparing a student group's success rate against the success rates of all students except for the group being examined (e.g., Latinx PPG is Latinx success minus the success of all students except for Latinx students).

In the data table above, what does the data indicate about the Success rate of various ethnic groups within your department compared to the comparison group for the most recent academic year? (i.e., as displayed in the Percentage point gap column)

The Percentage point gap between Asian students and all other students shows:

- there is no gap (e.g., 0)
- there is a negative gap of 5-percentage points or less (e.g., -5)
- there is a negative gap greater than 6 percentage points (e.g., -6)
- there is a positive percentage point gap (e.g., +2)

The Percentage point gap between Black students and all other students is:

- there is no gap

- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Filipinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between Latinx students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap between White students and all other students is:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap

The Percentage point gap of one additional group of your choice:

- there is no gap
- there is a negative gap of 5-percentage points or less
- there is a negative gap greater than 6 percentage points
- there is a positive percentage point gap
- not applicable

Exploring Gaps in Successful Course Completion by Ethnicity

1. What differences do you see in successful course completion rates by ethnicity?
2. What are your thoughts on these differences?
3. Are there other trends that you see when drilling into the data that may be important for your department to explore (e.g., foster youth, individuals with disabilities, low income, veterans)?
4. Which additional student group did you choose to explore and why?
5. How do these trends align with your program's mission and goals?

According to the report, the successful course completion rate by ethnicity is impacted by race, gender and economic status. Specifically, low income, Black males seem to struggle the most.

I think low income students struggle in the courses in the department because most of the courses are online and require a secure and available wifi/internet connection, extended time to complete readings, and a safe environment to critically think and complete assignments. Many low income students have multiple jobs, may not have the technology or necessary equipment, and often don't have consistent time to complete the course.

I do think there is something here that should be explored to better understand why Black males struggle in courses that are being taught by Black people who do not identify as male. I would imagine that many Black men may not feel a connection to their Black, non-male instructors.

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?

I think the teaching strategy of outreach may be helpful to implement for the groups that face the largest gaps. I think faculty in this department can try to reach out to their students from these groups, in the hopes of closing the gap.

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

Faculty Workload African American Studies-DA						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	0.6	0.4	0.3	0.4	0.8	35%
Full Time %	66.5%	48.5%	42.8%	44.4%	53.3%	-20%
Overload	0.1	0.0	0.1	0.1	0.3	206%
Overload %	11.0%	0.0%	14.3%	11.1%	20.0%	82%
Part Time Load	0.2	0.4	0.3	0.4	0.4	100%
Part Time %	22.5%	51.5%	42.8%	44.4%	26.7%	19%
Total FTEF	0.9	0.8	0.7	0.9	1.5	68%

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?

Currently, there is one full time faculty member in this department. During the 2022-23 academic year, that faculty member taught (12) twelve courses in the department. Additionally, the two part-timers taught in the department as well, teaching 8 courses between them. In total, the department offered 20 courses, with only one full time faculty member. If this trend continues or increases, there will be a need for another full time faculty member to balance the course offerings and not overwhelm or burn out the sole full time faculty member in the department.

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.

After assessing the most recent SLOAC, the department plans to work more closely with De Anza Connect to address the issue of retention and success in the course. The department will also attempt to communicate more with students who fall behind in courses.

Dean/Manager Comments

The mission statement is well-written and reflects the department.

The second goal of diversifying the course offerings will be especially important since the UC's and all CA community colleges will be requiring Ethnic Studies as a GE requirement for their degrees. Additionally, the state will be developing a transfer model curriculum for a transfer degree in African American Studies. Having more courses that meet Area F would allow De Anza to create this degree and provide students a transfer pathway to majoring in African American Studies. This is crucial since AB 928, newly passed legislation, requires students do declare a major if their intent is to transfer.

The third goal of updating online course design is also important since the main modality of courses in this department has been the asynchronous online format. By improving the teaching pedagogy for online courses, student success rates may also increase. This is a great goal and I know the instructor is already taking classes from @One to improve their teaching pedagogy.

I appreciate the thoughtful insight provided by the writer on the issues surrounding Black males. I believe there needs to be a larger dialogue with the college about how to help with these issues.

Great job writing up this program review.

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.