

# Comprehensive Program Review

## Contributors

Please list the name of the individual submitting the form and contributors to the submission.

Debbie Lee, Dean of Intercultural and International Studies

## A. Department Information

### Mission

Please enter your department's mission statement here.

Our mission is to serve students through the **interdisciplinary lens** of Chicanx and Latinx Studies for **social change**. Our program is grounded in **student and community needs**, exploring creative avenues to disrupt the legacy of social injustices through **scholarship and activism**.

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 department's mission statement is in alignment with the college's mission statement, vision and values especially with regards to developing an equity-based mindset with the exploration of social injustices and becoming civic leaders with a focus on activism and social change. Furthermore, through scholarship of this discipline, students develop critical thinking skills and information literacy, which are two of De Anza's core competencies. Through activism, students develop personal responsibility and civic capacity for cultural and social justice, which are another two of De Anza's core competencies. Additionally, De Anza's six key factors in student success include being engaged, connected, and valued -- all characteristics and traits achieved through the active learning process that is part of the teaching pedagogy for Chicanx and Latinx Studies.

## 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?
Curriculum changes	Update course outlines to meet C-ID descriptors for Chicanx Studies courses. Ultimately, the goal is to create a new AD-T in Chicanx Studies. Very recently, the state created this degree.	Faculty	Articulation and curriculum office	C-ID approved courses in Chicanx Studies could be applied toward the new AD-T degree in Chicanx Studies. The plan is to develop an AD-T in Chicanx Studies for De Anza. Once this happens, we can create program maps so that students have a clear path and understanding of what they need to take to achieve this degree.	C-ID approval of Chicanx and Latinx Studies courses and state approval of the Chicanx Studies AD-T.	Whether or not the courses meet C-ID approval and whether or not state approves DA's proposal for the Chicanx Studies AD-T.
Student poster session.	Have students do research projects and present them in a poster session at the Ethnic Studies Summit.	Faculty	Other Ethnic Studies faculty	Students can work together in the Village space on their projects and practice presenting to each other.	# of students who present at the Summit	whether or not students participate in the Summit.

## 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 new general education requirements for UC's, CSU's and De Anza all include taking an Ethnic Studies course. We will see an increased demand for Chicanx and Latinx Studies courses in the next several years.

Very recently, the state developed three new Chicanx Studies courses for C-ID. These courses are "Introduction to Chicana/o Studies", "Chicana/Latina Feminism in Contemporary Society" and "Chicana/o History: 1848 - present, A Survey". We hope to get our CHLX 10 - "Intro to Chicanx and Latinx Studies", CHLX/WMST 26 - "La Mujer: Latina Life and Experience" and CHLX 12 - "Chicanx and Latinx History" aligned with the C-ID descriptors for these courses.

Having these courses be C-ID approved means they can be articulated with any of the CA community colleges and Cal State Universities that offer these courses. Furthermore, these courses can be used as major courses at the CSU's.

In addition to the C-ID descriptors, the state also developed the transfer model curriculum for an Associate's Degree for Transfer in Chicanx Studies. Once our courses meet C-ID approval, De Anza should have the courses for this degree. We hope to have this degree available to our students within the next couple of years. The Associate's Degree for Transfer guarantees students who want to transfer a spot in a CSU that offers the major (our nearby CSU's include SFSU, SJSU and CalState East Bay all offer a Bachelor's degree in Latinx Studies, Chicanx Studies or Ethnic Studies with a Chicanx emphasis). De Anza would be providing students a pipeline to transfer to any of these colleges. Additionally, our nearby UC's (Berkeley, Davis and Santa Cruz) all offer a similar degree for which this AD-T would fit into.

## B. Enrollment Trends

### Enrollment Variables and Trends

Enrollment Trends For Program Review

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 enrollment has increased over 100% during the period ranging from 2021/22 to 2023/24. This is due to the new GE requirement in Ethnic Studies for UC's, CSU's and our own local degrees. We anticipate that demand will continue to increase. The dean has opened new sections and they fill within days, including the wait lists.

Our vision statement includes serving student needs and exploring the legacy of social injustices. Although CHLX 10, "Introduction to Chicanx and Latinx Studies" is the only CHLX course that meets the GE requirement for Ethnic Studies, we have also seen our CHLX courses such as "La Mujer", "Chicanx and Latinx History", "Chicanx and Latinx and the Arts", which do not fulfill the GE requirement, fill including the wait lists. Based on this information, we see students are yearning to take classes such as these to perhaps learn more about their own culture, or experience more classes that center the Chicanx and Latinx population in the curriculum.

## 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/EiRTueQ8GrNLqtlQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?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.

This is not a CTE program.

## D. Course Success

### Course Success | Chicanx and Latinx Studies

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.

## No data returned for the criteria selected

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](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 overall course success has increased in the last 3 years. Overall success is 74% for the 23/24 academic year. The majority of students taking CHLX courses identify as Latinx students (501). The success rate for Latinx students only is 74%, which matches the overall success rate. Students who identified as Asians represent the second largest group taking these courses. Their success rate was 95% in 23/24. Black students (6 students) had a 86% success rate, Filipinx students (9 students) had a success rate of 93%, while White students (36) had a success rate of 68%.

Mainly, students taking CHLX courses identified as Latinx or Asian. The other groups of students were at most 5% and the results for their success rates are most likely not statistically significant due to the small sample size.

Based on this information, we see that mainly students who identify as Latinx take these courses. This feeds into the possibility that these students are hungry to see themselves in the curriculum and want to learn more about their culture, experiences and history in this country.

The success rates for Latinx and Asian students did not show a gap; however, the faculty in this department continue to improve their teaching pedagogy by partaking in the RSI training to develop their online teaching skills, and having students participate in community events such as with the HEFAS office and working with students in the Puente learning community.

## Course Success with Disproportionate Impact (credit and non-credit)

### 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:

#### Blue:

Student groups experiencing a negative percentage point gap that is not statistically significant

#### Tan:

Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method<sup>1</sup>

Limits: 2022-23



No students were found for this course(s) you selected. You might not have access to this course.

<sup>1</sup>The 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?

The overall success rate in the courses in 22/23 was 81%. Students identifying as Black, Latinx, Pacific Islander, Foster Youth and Low income have negative gaps greater than 6%. These data points are worrisome. The dean did a deeper dive in the data and saw that the success gaps decreased significantly for classes that met face-to-face. The gaps for Black, Latinx, Pacific Islander, Foster Youth and Low income were -4, -7, 0, -16 and -6, respectively. All of the negative gaps were less than 6%, except for foster youth, when the courses were offered in-person. This means the gaps showed up the most in the online classes. Our faculty are working on developing their online teaching strategies by participating in the RSI training and meeting with the Office of Online Education to improve their online courses.

The low income gap overall was -10%. I chose to look at this data point because the faculty are working hard at identifying open educational resources for their courses and hoping that usage of these materials may help decrease the success gaps for this group of students.

While faculty recognize the need to improve their online teaching, we also see the need to ramp up support services for our online students. This is something where the college can focus on especially in initiatives such as Caring Campus, where most of the work was focused on face-to-face students. Questions such as "how can we help onboard and help students stay on the path" should be discussed as part of the Guided Pathways plan. Is it that students need technology assistance with online courses? Is it that they need a quiet space to study when taking asynchronous online classes? Is it that students feel they can take asynchronous online courses while also working full-time? How do we let students know about resources available for online students?

## 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?

Teaching strategies - offer more in-person sections, collaborate with student services to determine a plan to help our online students, continue to develop online teaching skills by participating in @One courses on teaching online, work with Puente to offer more CHLX courses such as Chicanx/Latinx History and Chicanx/Latinx and the Arts to students in this learning community, which has shown better success rates than the overall population at De Anza.

Learning Strategies - provide students with more support, especially the online students. Perhaps there is a way to reach out to these students to help them succeed online. Overall, the college needs to look at how we can support online students. Questions that should be discussed are listed in the previous section.

## Trends in Awards

### Degrees and Certificates by Ethnicity | Chicanx and Latinx Studies

#### 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 18-Nov-2024

### 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?

The department does not have a certificate of AD-T. We are hoping to develop both a certificate and an AD-T in Chicana Studies within the next couple of years. The timing depends on our courses being approved by C-ID.

## 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.

The department plans to create a new certificate of achievement and a transfer degree within the next couple of years. The state just approved the transfer model curriculum for an associate's degree for transfer in May, 2024. De Anza needs to update some of the course outlines to meet the CHLX courses that have C-ID descriptors. Our articulation officer has already sent them to the state to be looked at. We are awaiting the results which will probably be made in April or May, 2025. Once we have all our courses ready and approved for C-ID, we can put together the certificate of achievement and the transfer degree. The course outlines have been written and ready to go, but we need to be patient and wait to hear back from the state.

All of the CHLX courses have been offered in the last two years. We have had some resignations and retirements and have just hired one new FT tenure track faculty member in fall '24. We are waiting for her to go through the tenure process and providing her time to develop her teaching skills and strategies before handling curriculum items. The department has only one PT faculty; the other PT got a FT position elsewhere and is not longer available to teach for De Anza. So, we hope to replenish our PT pool as well to help teach classes where there is strong student demand.

## Staffing Trends

### Faculty Workload

Faculty Workload For Program Review

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?

We just hired a new FT CHLX faculty member, but with the growth in student demand due to the Ethnic Studies GE requirement, it is very likely that the department will need a 2nd FT faculty. Latinx students represent 26% of De Anza's student population. The department does have PT faculty, but we lost one last year since he got a FT position at another community college. This leaves only one PT faculty remaining in this department and they also teach Comparative Ethnic Studies courses as well. The demand for Ethnic Studies courses is increasing at all



community colleges, not just De Anza. As such, there are many PT faculty teaching at multiple institutions and they are stretched thin. It really helps to teach at only one institution so that you are not dealing with different requirements and cultures at other institutions.

With FT faculty, we are hoping for consistency and stability with the teaching and that there is one person who can oversee the curriculum in this department. When there is no FT faculty, it is hard to have a unified 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.

The SLO assessed was "Analyze a contemporary pattern of racialized inequality or racism with an intersectional analysis that pays attention to race, class, gender, sexuality, religion, national origin, citizenship, and/or language."

1. The assignment was a group project where students had to select a topic based on the course module that highlighted key components of how race has been socially constructed. More importantly how this has led to the systemic racism we experience today. Each module not only highlighted racism, classism, and sexism but each highlighted of various stakeholders fought for social justice. This was an amazing assignment that I was able to experiment with. It allowed students to demonstrate their mastery of the SLO in a manner that was engaging, purposeful, and overall stimulating for them. They turned a research paper into a website that demanded just as much research but in a manner they were comfortable with. Not only that but they also presented this assignment to the community and each other, where normally students do not like doing public speaking. In addition the students were able to produce high quality websites that was informative to me as well. It was fun for me to grade and amazing to watch them produce.
2. Create an opportunity for students to share their work with a larger audience and create a newer rubric that looks at uniformity around their projects (i.e., so that projects aren't all over the map). Make it clearer what the expectations are.

### Dean/Manager Comments

Since there was no FT faculty in this department in 2022/23 and the new FT faculty started in fall 24, this program was written by the Dean of the division. It would be inappropriate for the dean to comment on their own writing.

**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.