

## Comprehensive Program Review

### A. Department Information

#### Mission

Please enter your department's mission statement here.

**REACH (Reading, English, Athletics, Counseling and Humanities)**

The goal of the REACH program is to increase student success by creating a supportive environment for attaining basic student success skills, foundations of reading and writing and then further support them by moving them into transfer level courses. Student-athletes who intend to transfer and compete at a four-year institution are expected to complete 90 units in three years or less – preferably two years with a 2.5 GPA or greater. REACH is intended to increase the number of successful transfers as our research shows that cohorts with embedded counseling is a model for student success. The demographics of our athletics teams show that our program mix contains a majority of underrepresented populations. We have no doubt that our recruitment efforts will yield a strong cohort of underrepresented populations.

REACH Program: Fall Quarter - LART 250 + EWRT 1A, KNES 47 - Winter Quarter - EWRT 2, HUMI 1 - Spring Quarter - MPS - Math 10.

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 REACH cohort works daily to develop the human capacity of all students. We provide support in the six key factors of student success. Our student-athletes are:

- Directed, with a goal and the knowledge of how to achieve it.
- Focused, staying on track to achieve that goal.
- Nurtured, feeling that we want to, and do, help them to succeed.
- Engaged, actively participating in class and extracurricular activities.
- Connected, feeling that they are part of the college community.
- Valued, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated.

REACH delivers Institutional Core Competencies:

- Communication and Expression
- Information Literacy
- Physical/Mental Wellness and Personal Responsibility
- Civic Capacity for Global, Cultural, Social and Environmental Justice
- Critical Thinking

REACH faculty/coaches, staff, administrators, and students participate in a democratic processes, respect social and cultural diversity, appreciate the complexity of the physical world, and understand the significance of both environmental sustainability and 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?
Transfer and Retain	Increase the transfer rate and retention of our underrepresented student-athletes.	REACH: Coordinator, Academic Counselor, Instructors	Student Success Center, English Department, Humanities Department, MPS Program, LinC	Providing all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for success.	<ul style="list-style-type: none"> <li>• by clarifying institutional values and expectations "early and often" and result in increased matriculation and retention;</li> <li>• by ensuring that students are provided embedded guidance assistance relative to scheduling their course work and education as they will be served by a counselor and academic advisor;</li> <li>• by presenting opportunities to learn and practice basic skills needed to succeed as a student e.g. note taking, time management, simple critical thinking skills within this sequence of courses;</li> <li>• by mandating attendance.</li> </ul>	Assessment will take place for student progress in classes on a regular basis through the use of Grade checks or "a progress in class assignments check" during weeks 3, 6 (possibly 9) of each quarter by the coordinator. Track the Passing classes and matriculation to the four-year institutions.

### 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.)

Several athletics programs being temporarily suspended (Men's and Women's Basketball, Men's and Women's Water Polo) could have a minimal affect on our overall enrollment. The FAST (Football Academic Success Team) Program expansion into a LinC could also have an affect on our overall enrollment and ability to more closely monitor those student-athletes.

### B. Enrollment Trends

#### Enrollment Variables and Trends

Enrollment Trends  
Reach

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	8	23	58	35	40	400.0%
Enrollment	8	31	70	37	88	1,000.0%
Sections	1	2	3	2	5	400.0%
WSCH	11	46	114	61	125	1,071.9%
FTES (end of term)	1	3	8	4	8	700.0%

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?

**\*Please note the data could be skewed; as some quarters, REACH courses include students from the general student population. This data needs to be disaggregated.**

Any increase can be attributed to the commitment from our department, coaches, dedicated counselor, instructors, and REACH coordinator. The addition of the MPS class also helps with enrollment.

The REACH Coordinator - who also serves as a full-time head coach/faculty member - works with the area Academic Counselor to identify potential student-athletes prior to each academic year. Emails are sent to all head coaches to assist in recruiting student-athletes to enroll.

**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**

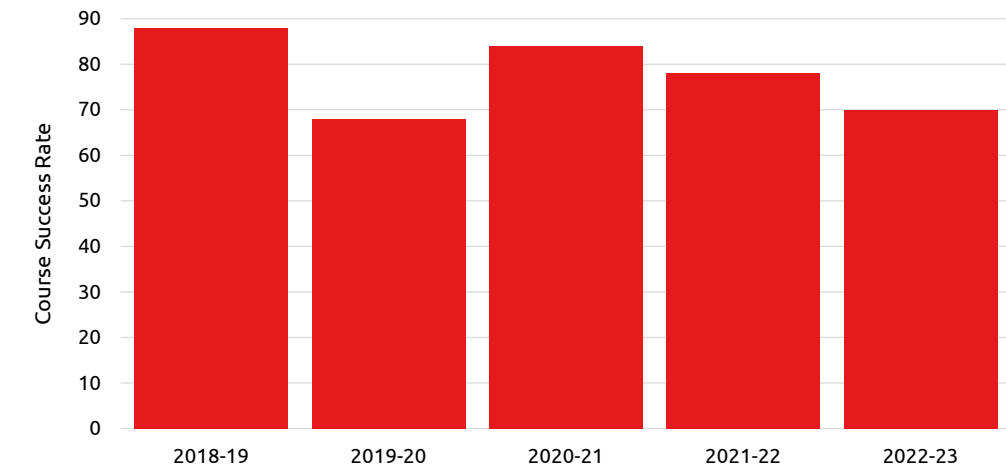
**Who uses this report:**

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
<b>Measures</b>	8	88%	7	31	68%	21	70	84%	59	37	78%	29	88	70%	62

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?

**\*Please note the data could be skewed; as some quarters, REACH courses include students from the general student population. This data needs to be disaggregated.**

Many student-athletes have struggled since coming back to school after the pandemic. The two years of transition definitely took a toll on our populations. The REACH Program has implemented mandatory study hall sessions and meetings to help students succeed and get the help they require. The REACH Program coordinator is connecting with each head coach to add another layer of support for our students within the program.

## 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


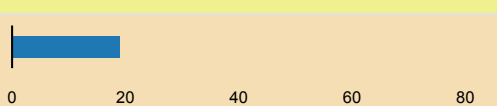
**Orange:** Student groups experiencing disproportionate impact according to the Percentage Point Gap Minus One (PPG-1) method<sup>1</sup>

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

Reach

2022 Fall to 2023 Spring

Number of sections: 5

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	88	70%	70%	0		
Asian	N/A					
Black	13	85%	68%	+17		
Filipinx	11	100%	66%	+34		
Latinx	38	79%	64%	+15		
Native American	0					
Pacific Islander	N/A					
Unknown ethnicity	0					
White	N/A					
Female	19	79%	68%	+11		
Male	65	66%	83%	-16		11
Non-Binary	0					
Unknown gender	N/A					
Foster youth	N/A					
Individuals with disabilities	N/A					
Low Income	34	59%	78%	-19		7
Not Low Income	54	78%	59%	+19		
Veterans	N/A					

<sup>1</sup>The PPG-1 method follows the CCCC 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?

**\*Please note the data could be skewed; as some quarters, REACH courses include students from the general student population. This data needs to be disaggregated.**

Many students in the REACH Program are males trying out for various athletic teams during the summer quarter. Some of these students end up not making the team and therefore do not have the same motivations to succeed in the classes. Working with the head coaches to identify students that will make the teams during the summer quarter will increase our success rates throughout the year in the REACH Program. It is imperative that all of our coaches work with us in the REACH Program and help with the motivation, trust, and support of their student-athletes to ensure their success.

### 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?

Some teaching and learning strategies that would be helpful are modeling and cooperative learning within the classroom setting. Sometimes there is not enough time in class to allow for these strategies, but it would be extremely beneficial to the overall success of our REACH student-athletes. This would increase student success by creating a supportive environment for attaining basic student success skills, foundations of reading and writing and then further support them by moving them into transfer level courses.

### 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?

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

Faculty Workload Reach						
	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Full Time Load	0.0	0.0	0.1	0.1	0.3	∞%
Full Time %		0.0%	53.0%	100.0%	100.0%	
Overload	0.0	0.1	0.1	0.0	0.0	
Overload %		100.0%	47.0%	0.0%	0.0%	
Part Time Load	0.0	0.0	0.0	0.0	0.0	
Part Time %		0.0%	0.0%	0.0%	0.0%	
Total FTEF	0.0	0.1	0.2	0.1	0.3	∞%

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. Full-Time Faculty Needs: The ability to teach Overloads; Working with FA to increase salaries.
2. Classified Staffing Needs: Program Coordinator II is needed for the Athletic Department to work with cohorts.
3. Strategies to Ensure Student Success: With short staffing ratios (and vacant positions) the department continues to operate with employees filling the gaps for our students. We also partner with other campus areas to pool resources when available. We also continue to fill gaps with temporary employees.
4. Strategies to Retain New Faculty: The college should develop a Talent Management Plan for departments to recruit, onboard/train, and retain faculty.

## 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. SLO and/ or PLO assessments: Students wrote a reflection essay on how their writing has evolved over the course, including multi-step drafting. They also included essays they had written to show the result of drafting and editing. Although the quality of the writing from the majority of our students improved dramatically, there is still work to be done to ensure all of our students are passing.

2. Strategies: In the post-COVID era, offering hybrid format where there's more community building in the class; and as an asynchronous class, perhaps try surveying the students more frequently. Most of our instructors agree that we need to include a checking of understanding throughout the quarter through discussions and assignments, so that students have a firm grasp on the basic concepts. Making sure that we have layers of support for all of our students is very important. This includes not only the instructor, but the counselor, coordinator, and most importantly the coaches.

3. Alignment: These strategies will help improve transfer and graduation rates for disproportionately impacted students.

### Dean/Manager Comments

I agree and support the REACH Program Review documentation presented. The material includes important data and narratives that reflect the REACH program's ability to change and adapt to internal and external challenges. Disaggregated data is needed for future reviews. Allocated resources (human and capital) continue to improve, but also continue to fall behind other Bay Area community colleges. REACH has great potential and is an important model of our college's Guided Pathways efforts.

We know that our model of learning is successful with students, so we will continue to develop new pathways and opportunities for students to participate in our REACH Program. Having stipends for a dedicated coordinator (Dawnis Guevara), a dedicated counselor (Louise Ortiz), and dedicated instructors for all of our classes is vital to the success of the REACH Program. The addition of a Program Coordinator II would help the success of our specialized cohorts. We appreciate the faculty members from across the campus who seek opportunities to teach REACH courses and engage in the success of our athletic programs.

The Athletic Department has a goal to convert classroom PE-673 into a Village Space for student-athletes; this is a location that can be utilized by REACH for workshops and study hall requirements. Thank you for your time and consideration.

**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.