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| **Program** | **Item** | **Program Review Statement(s)** | **IPBT Question(s)** | **Response** |
| Library | I.D.1 | * The Library conducted fewer than 10 library orientations during the year. This is down quite a bit from past years when librarians conducted 100 plus customized library orientations. The reasons for the sharp decline are the transition to all online courses and the retirement of our instructional librarian. * Fortunately, a new equity and instructional librarian was hired. | * Has that changed? * Can you share the impact due to the hiring of an equity instructional library? * With a good percentage of the classes moving to campus (perhaps permanently, what is your vision for the library, and what resources will be needed to meet that demand? |  |
| Library | II.A | * The trend for the past three years has been a decrease in enrollment. Strategies discussed in the last program review included more marketing of LIB courses and outreach to the counseling department. | * What steps have you taken since the last program review to reverse the enrollment trend and that been effective (results)? |  |
| Library | II.C, II.D | * There has been a slight decline in success rates for the LIB courses (while still outperforming college-wide rates by roughly 10%.) * Equity gap increase | * Has that changed since the last program review? * What steps have been taken to reverse the trend? |  |
| Library | IV.A | * The Library did not conduct an SSLO during this period. A project and assessment will be done during spring 2022. | * Have you conducted an SSLO during Spring 2022? * What were the results? |  |
| Library | Various | * Resource Requests | * Have there been any changes in your resource requests since the last program review? * If any, what is the cause of the changes? |  |
| Online Ed. | I.E.2 | * number of student employee | * You indicated Zero. Do you think having some student employees specially from areas where they can help with instructional design and serve as front desk/phone help could ease the load of the team? |  |
| Online Ed. | I.E.4, .5, V.C.2, V.D.1 | * Number of staff employees and if there were any changes. | * Can you provide the numbers of employees over the past 5 years? * Include the change in the # of faculty/courses you are now serving. |  |
| Online Ed. | VA, VB | * Budget | * You stated that the current budget model is not sustainable. * Has that changed since the last APRU? * What is needed for the department to be sustainable? |  |
| Professional Development | I.D.1, I.D.3 | * Faculty and Staff served | * Can you provide the number of faculty and staff served over the past 5 years on an annual basis? |  |
| Professional Development | III.A | * Equity and Equity Plans | * Regardless of the equity training, it seems that the equity gap has increased from 206-17. * What do you contribute the trend to? Any idea on how we can reverse the trend? |  |
| SSC | I.D.2 | \* Academic Services and Learning Resources | Is the SARS unduplicated headcount of students responsible for the drop of 7%? |  |
| SSC | I.E.2 | Student Employees | With a drop of 27% of tutors, in addition to hiring tutors who can serve assisting in different subjects, what else can be done to reverse this downtrend? |  |
| SSC | I.E.5 | Changes in Employees and Resources | Is the Skills Coordinator Position was reinstated, would that assist in reversing the downtrend in students served? |  |
| SSC | II.D | Success, Non- success, and withdrawn rates for disproportionately impacted student groups | How do members of the centers engage with department faculty to strengthen faculty partnerships? Do they attend department meetings? Emails? Do they offer information via video? |  |
| SSC | V.B | Funding impact on enrollment trends | The needed increase in salary for student tutors caused a large decline in assistance students receive. Does the SSC have any suggestions for increase in subject or how to relocate resources so more dollars can be allocated to student let tutoring sessions? |  |

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| VIDA | I.B.1 | Q: State the number of Certificates of Achievement awarded during the 2020-21 academic year.  R: 9 Certificate in Leadership and Social Change. Our number of certificates has been fairly steady over the 12 years the program has existed. But we have a new program where students receive paid community internships as they get our Certificate in Leadership and Social Change. We expect in the future years to have 25 people completing the LSC per year. | Any resources needed to assist with/continue progressing to 25? Is 25 the desired goal? |  |
| VIDA | I.B.3 | Q: State the number of Associate Degree Transfer awarded by you department during the 2020-21 academic year.  R: 5 Social Justice ADT. In Fall of 2022 we will be initiating a cohort program for the Social Justice Associates Degree for Transfer. We expect to begin to see increased numbers of completers there by Spring 2023. | Any resources needed to assist with/continue progressing? |  |
| PUENTE, FYE, IMPACT AAPI, UMOJA |  |  | The Cohort programs are advocating for a FT faculty member in English. Have you conducted training workshops for existing faculty to get interested and to teach? IMPACT AAPI had early training opportunities for faculty which helped folks get involved. |  |
| Puente, FYE, Impact AAPI, Umoja, LinC |  |  | The cohort programs mention the lack of an SSRS director. How do you envision the new Associate Dean position taking this role?  How might the SIP grant help these programs expand? |  |
| Umoja | I.E.5 | Q: Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program.  R: Our program is still missing a director of SSRS position which became vacant when the acting director was promoted to a dean position. The Director of SSRS played a critical administrative role for the program which included, but isn’t limited to recruiting students... | Is funding in place for director of SSRS? |  |
| Puente |  | |  | | --- | | 1 dedicated staff assistant and mentor coordinator |   Growth | What are the factors that need to be in place to expand this program? For Puente – 2 cohorts, so 60 students instead of 30.  Also, FYE has two cohorts and one counselor who does the administrative and enrollment work. Shouldn’t we have equitable support across the cohort programs? How will the new Associate Dean position help support and grow your program? |  |

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| SSC | I.E.5 | |  | | --- | | **Resources:**  62% student salary increase since 2019  Declining allocations from DASG. | | How might the SSC tap into the new funding for tutoring recommended by the Chancellor’s office? |  |
| SSC | II.E | |  | | --- | | Given complications of remote courses, tutoring and workshops and the fact that several faculty members decided not to require CSA, these numbers are impressive. We know that students who try or even just know about support are more likely to use services in the future, so we consider this a success in that we reach students who may never have reached out for help otherwise. | | Thank you for your work!  How might we encourage more faculty teaching the bundles to required CSA? |  |
| SSC | I.E.5 | Q: Briefly describe how any increase or decrease resources/employees (exclude teaching faculty) has impacted your program. …  R: Note that the Skills Program Coordinator was one of six college-wide classified positions eliminated at the end of 18-19 to meet the college’s budget reduction target. This position coordinated Adjunct Skills courses (SKIL 232/233) and Skills Workshops. | What has been the impact on student success? |  |
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| Equity Planning and Support | III.C. | The Faculty Director made budget requests to the Dean of Equity and Engagement to bring in multiple speakers and to host virtual events in recognition of Arab American Heritage Month in April and Jewish Heritage Month in May; AY 21-22 was the first year these additional heritage months were recognized in our learning community. No funds we made available to the director to support these initiatives and without budgetary support, growing these efforts will continue to be a challenge. We are requesting at minimum $5,000 be reserved and made available to the Faculty Director from annual budgets of the office to support various heritage and identity recognition month events. | There is also a narrative about reduced funding from DASG for equity programming. Is there current request sufficient to compensate for these cutbacks? |  |
| Equity Planning and Support | V.A | The Equity Office was allocated a budget of $80,000, per the state allocations to De Anza for equity programming but in fall 2017 was reduced to $6,500. This decrease of Student Equity funds has limited our capacity for faculty coordinators that support the equity efforts across campus. Also, providing specific trainings from professional experts in their fields for specific departments/divisions to support their equity efforts. Additionally, we now have permanent B Budget at an average of $15,000 per academic year. We have also received funding from DASB, which supports our LGBTQQI programming. DASB also provides funding for the Women, Gender, and Sexuality center. Starting in 2016, DASB has also partnered with the Equity Office to assist with the coordination and allocation of the multicultural/diversity funding, which stands at an average $14,500 per academic year. This process is across campus collaboration with various student clubs and programs. | What is the difference between current funding levels and those needed to support equity programming as planned pre-Covid? |  |
| Equity Planning and Support | VI | We will meet with our institutional research to develop specific program assessment tools. We are also working to better track our program participation and evaluation data. | With regard to program assessment tools, what will success look like? |  |
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