Comprehensive Program Review

A. Department Information
Mission
Please enter your department's mission statement here.

> Type here

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)?

> type here

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?
type here	type here	type here	type here	type here	type here	type here
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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.)

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B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Business/Computer Systems - Accounting-DA

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	2,612	2,650	2,770	2,256	2,151	-17.6%
Enrollment	4,432	4,537	4,839	3,912	3,765	-15.0%
Sections	128	126	129	111	105	-18.0%
WSCH	7,225	7,261	7,774	6,270	6,028	-16.6%
FTES (end of term)	477	479	512	413	402	-15.7%
FTEF (end of term)	12.7	13.1	13.4	11.1	10.3	-18.8%
Productivity (WSCH/FTEF)	567	555	579	567	583	2.8%

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 Census Enrollment

☐ the data trend shows a decrease in Census Enrollment

☐ the data trend shows no change and/or flat in Census 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?

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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/EiRTueQ8GrNLqltIQw2twpsBMFCs7X5djTVeo6Jss3W0Jg?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.

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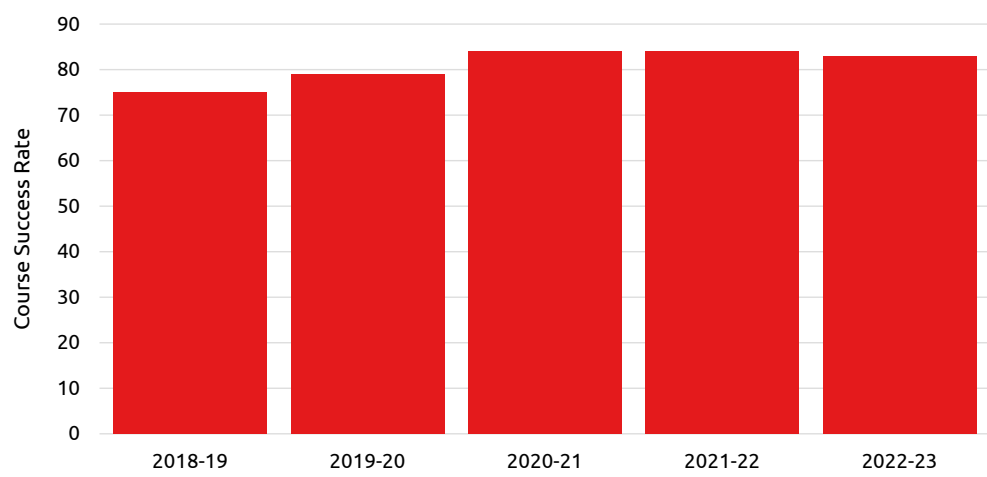## D. Course Success
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Course Success
Accounting-DA

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.

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	4,432	75%	3,327	4,537	79%	3,596	4,839	84%	4,082	3,912	84%	3,285	3,765	83%	3,123

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?

type here

Course Success with Disproportionate Impact

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.

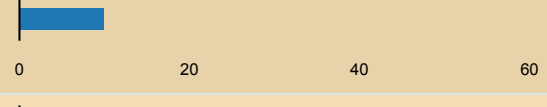**Additional successes needed to erase percentage point**
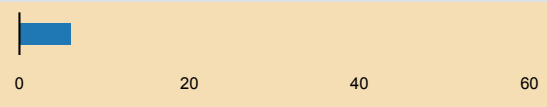
This value provides a way for practitioners to think of gaps in terms of student successes, and illustrates the number of additional successes needed to avoid a percentage point gap.

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[1]

Currently showing all groups. Click here to show only groups with disproportionate impact.

Click here to show and compare disproportionate impact with .

| Business/Computer Systems - Accounting-DA | | | | | | 2022 Summer to 2023 Spring |
| Number of sections: 105 | | | | | | |

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 (Accounting-DA, 105 sections)	3,765	83%	83%	0		
Asian	1,853	87%	79%	+8		
Black	105	66%	83%	-18		19
Filipinx	264	80%	83%	-3		9
Latinx	809	75%	85%	-10		81
Native American	10	30%	83%	-53		6
Pacific Islander	22	82%	83%	-1		1
Unknown ethnicity	215	89%	83%	+7		
White	487	84%	83%	+2		
Female	1,800	84%	82%	+2		
Male	1,918	82%	84%	-2		39
Non-Binary	0					
Unknown gender	47	85%	83%	+2		
Foster youth	N/A					
Individuals with disabilities	90	77%	83%	-6		6
Low Income	1,634	79%	86%	-6		100
Not Low Income	2,131	86%	79%	+6		
Veterans	93	80%	83%	-3		4

[1]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?

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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?

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Trends in Awards

saved report - pivot

Degrees and Certificates by Ethnicity

Accounting-DA

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.

Measures: Awards

✎ Award Group	Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts	**Asian**	10	18	23	12	10
	Black	1		2		
	Filipinx	1	1			6
	Latinx	4	3	7	9	4
	Native American				1	
	White	8	3	3	3	4
	Unknown ethnicity					1
	Total	24	25	35	25	25
Credit Certificate-Transcriptable	**Asian**	31	23	23	19	21
	Black		2			1
	Filipinx	2	3	2	1	2
	Latinx	2	4	9	3	5
	White	9	3	7	7	3
	Unknown ethnicity	2		2		1
	Total	46	35	43	30	33
Total		70	60	78	55	58

Data loaded 29-Sep-2023

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 nuber 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?

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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.

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Staffing Trends

Faculty Workload

Faculty Workload
Business/Computer Systems - Accounting-DA

	2017-18	2018-19	2019-20	2020-21	2021-22	5-yr %Inc
Full Time Load	6.5	5.5	4.2	5.1	5.2	-20%
Full Time %	45.0%	43.5%	32.0%	38.0%	47.2%	5%
Overload	3.0	3.2	2.6	1.7	1.0	-66%
Overload %	20.6%	24.7%	19.8%	12.4%	9.0%	-56%
Part Time Load	5.0	4.0	6.3	6.7	4.8	-3%
Part Time %	34.4%	31.8%	48.2%	49.6%	43.8%	27%
Total FTEF	14.5	12.7	13.1	13.4	11.1	-24%

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?

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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.

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Dean/Manager Comments

> type here

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.

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FOOTHILL-DE ANZA
Community College District

PRECISION CAMPUS