

De Anza College

Program Review – Annual Update Form

- 1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).**

The MPS program greatly appreciates feedback from RAPP. RAPP reported that the mission and goals of the MPS program are clearly stated but can be more specific on the specific target population. The students that belong to the MPS program are students that either struggle in math or have math anxiety. It is common to find a student in MPS who has already failed math at least once and has been encouraged by a counselor to take math with MPS. As for demographics, Latinx students make up the majority of the MPS cohort at 39% (2023-2024); an increase by 7% percentage points as compared to last academic year (32%, 2022-2023). To continue to serve underserved populations and provide the needed academic and emotional support, two embedded counselors are needed for student success in math.

Lastly, another item of feedback from RAPP is the lack of SLO's. Currently, a committee of MPS math faculty are coming together to write a non-credit curriculum for MPS which will include SLO assessment for the MPS Program. I will provide RAPP with an update when the curriculum is approved.

- 2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))**

As anticipated in the last program review, one of the MPS counselors moved into another PSME position January 2024. At this time MPS has hired a full-time temporary counselor (1-year only). In order to preserve the stability of the MPS program and serve our students with the support and care they need, a full-time permanent counselor for MPS is an urgent request and hoped to be placed with high priority.

Also mentioned above, MPS math faculty have come together to create a non-credit course for MPS and will be submitting requests for course designation to the curriculum committee in Winter 2025.

Lastly AB1705 continues to affect success rates in MPS. With the removal of developmental math courses, success rates for MPS, especially in precalculus, have decreased compared to before implementation of AB1705. Students, especially in their first quarter of

precalculus, struggle with not understanding basic algebra. To support these students, faculty have held additional office hours during week 1 and 2 just for Algebra review. After week 2, math faculty connect with the assigned MPS counselor to identify students that need extra support or personalized tutoring. Aside from tutor intervention, the MPS program continues to support algebra workshops with peer-led group tutoring after week 2.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

The program goals of MPS are to improve student success and retention, as well as build student STEM identity via participation in STEM events and activities.

As mentioned above, with the implementation of AB 1705 and removal of algebra, program success rates have declined a bit. To support student success this year we added academic excellence workshops (AEW's) for each MPS class, where the class tutor meets with students two days a week after class to review concepts and algebra.

As for retention efforts, counselors are continually meeting with students inside and outside the classroom to ensure students are receiving the support they need. With the implementation of AEW's we are continuing to build community and belonging within the MPS math class.

MPS has also partnered with the MESA program and has been invited to attend STEM campus events on and off campus to continue to build and promote STEM identity and belonging.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

The goals of the program are the same, to support students who struggle in math and provide the resources they need to succeed and transfer in a timely matter. However, the MPS program is requesting staff replacement. The MPS program requires two full-time counselors in order to oversee 8 sections of math with 320 students enrolled per quarter. At this time the program lost one counselor in Jan 2024, and has hired a temporary full-time counselor for the 2024-25 academic year. The counselor position is unique in that the person who takes on the position has to be able to work in the classroom, work with a team of faculty and tutors, and work with students who struggle in math. MPS is a very high touch program and needs the stability of a counselor in order to achieve student success.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to

and unable to accomplish due to resource requests that were approved or not approved?

The position of the MPS full-time counselor is currently in review in RAPP and regarded as a high priority by the RAPP committee. Because of the limit in positions that can be approved, I am guessing that it may not be approved this year. If the position is not approved, I would hope that in the next cycle it will be regarded as a high priority hire. If it is approved, then the program would be fully staffed and able to support 8 sections of MPS math next year.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

The MPS Program is a successful evidence-based program that increases the numbers of students completing college-level math and increases the rate of completion, while eliminating the equity gap. The success of the MPS Program is due to its innovative design: an embedded wrap-around student services and cohort-focused approach. The program relies on both counseling and tutoring resources. Missing one of these components greatly hinders our equity practices and ability to serve our underserved students.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	As mentioned about there are no SLO's for the MPS program. At this time MPS math faculty are working on writing noncredit curriculum for MPS that will include SLO's.
Method of Assessment of Learning Outcome (please elaborate)	

Summary of Assessment Results	
Reflection on Results	
Strategies Implemented or Plan to be Implemented (aka: enhancements)	

Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

Our Math Performance Success (MPS) program continues to play a critical role in bridging the equity gap for our underserved student population. By providing targeted support, MPS helps students complete their transferable math courses within their first year, contributing to their overall academic success. As one of the division’s flagship equity programs, MPS has demonstrated consistent and significant success.

The program’s most urgent need is the full-time replacement counselor. Over the years, MPS has gone from having two full-time counselors to just one, creating a gap that has been temporarily addressed through the hiring of a temporary full-time counselor. Unfortunately, this is not a sustainable long-term solution. With one counselor tasked with supporting eight sections of statistics, precalculus, and calculus classes per quarter, the current capacity is insufficient to provide the necessary guidance and support for students. To ensure the continued success of the program, a permanent, full-time counselor is essential.