

**De Anza College**

**Program Review – Annual Update Form – Fall 2025**

1. Department/Area Name: [Institutional Research, Planning & Accreditation \(IRPA\)](#)
2. Name of individual(s) completing the form: [Lisa Ly & Mallory Newell](#)
3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

[We read the feedback from the Comprehensive \(2023-24\) and Annual \(2024-25\) program reviews and acknowledge that we need to track the number of data-related workshops and begin evaluating our efforts.](#)

4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)). [N/A](#)
5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
<b>Goal 1:</b> Create an IRP toolkit	The toolkit is to guide faculty and staff in promising practices or professional development.	Mallory Newell	Office of Equity, Office of Professional Development	This goal is a two-year process. The learnings from Year 2 will be used to inform college-wide strategies in 2026-27.  <b>Year 1</b> implemented Partner's in Learning equity series with five sessions to collect promising practices in	Evaluation to occur end of winter 2026 where student leaders will be asked to identify two things they learned.	N/A at this time

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				<p>teaching and learning environments.</p> <p><b>Year 2</b> transitions from the promising practices gathered from the faculty/student level to the department level. BIOL, MATH and COMM were identified as pilot departments since they have most of the courses required for degree or transfer goals. In winter 2026, these departments will implement promising practices around <b>student leadership and student agency</b> (e.g., students as peer tutors in the class, student to lead a course module or construct quiz/exam questions). Students will be encouraged to connect what they learned in the class to what they implemented in their role as student leader of the classroom.</p>		
<p><b>Goal 2:</b> Develop faculty and</p>	<p>Create a process to develop ongoing partnerships</p>	<p>Mallory Newell, Lisa Ly</p>	<p>Office of Equity, Office of</p>	<p>Years prior, IRPA focused efforts towards <b>data democracy and data coaching</b> by holding workshops and</p>	<p>We have held more than 15 workshops since 2024-</p>	<p>N/A at this time</p>

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staff partnerships.	with faculty and staff leaders to inform research studies, empower users to access and use data, and improve the overall use of data to inform institutional effectiveness.		Professional Development	<p>individual meetings to raise awareness about online data tools (e.g., FHDA Precision Campus, CCCCO DataMart and Data Vista).</p> <p>IRPA is experiencing a noticeable <b>increase in demand for assistance with data identification as well as guidance on data entries, maintenance, and outcomes</b> as curiosity transpires and compliance reporting changes.</p> <p>In partnership with the Office of Professional Development, there are <b>more frequent data-related workshops geared towards classified staff</b> to discuss their data needs or to be informed about college-wide strategic plan, enrollment plan, and student and employee climate survey results, to name a few.</p>	25. We are noting repeated questions across multiple units/folks and compiling them to help inform and standardize the process for program creation, redesign and improvements.	

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<b>Goal 3:</b> Reporting outcomes by Village	Collaboratively develop a culture of assessment through the Village model including program review, success and awards reporting.	Lisa Ly	IRPA district-wide	<b>Work is underway to map majors to villages and departments and divisions</b> through TOP code (and eventually CIP code). The mapping is still preliminary and has not yet been shared with the Guided Pathways Core Team for input.	Currently, Village assignments do not reside in Banner. <b>The goal is to have existing and new major codes automatically map to a Village in Banner</b> as it will make it easier to assess Guided Pathway outcomes.	N/A at this time

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

**New request, not previously included in program review:** Research Analyst (personnel)

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
<p>Increase IRPA capacity to fulfill existing data requests and to anticipate future research and data needs.</p>	<p>Reduce IRPA's time for data retrieval by automating local data requests and compliance reporting; increase IRPA's capacity to examine data not yet explored.</p> <p><u>Background:</u> An operational data store (ODS) gathers data from various systems. For the past 2 years, IRPA has been building new, customized data tables in Lakehouse ODS since the Oracle ODS is obsolete. The migration to Lakehouse has been slow as IRPA is validating new data tables while fulfilling research requests.</p>	<p>IRPA, RAPP, College Council</p>	<p>Budget Office (FHDA and DA)</p>	<p>Reduced time spent on routine compliance reporting.</p> <p>Increase the number of reports shared out pertaining to research questions such as how much time students take to reach their ed goal, how many awards are petitioned but not approved and how to support those near completion, do dual enrolled high school students eventually enroll as college students, how are students faring by Village?</p>	<p>Creation of automated reports, either in Precision Campus or ARGOS.</p> <p>Two new research reports per year, examining questions not yet explored.</p>

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

De Anza's IRPA Office has had two people (Director/Supervisor and Analyst) since 2015. During this time, compliance reporting needs have changed from participation headcounts to student outcomes. The need to identify students who are disproportionately impacted and how to better serve them remains unchanged and **demand only increases as more data is created via our local data systems** (SARS, Clock Works, Degree Works, Canvas, etc.), not to mention the **shifts in reporting requirements that comes from the California Community Colleges Chancellor's Office/CCCCO** (i.e., Vision 2030, Student Centered Funding Formula/SCFF, Vision-Aligned Reporting/VAR) and special programs with unique codes and reporting requests. IRPA is receiving more questions about how students are faring and their student experiences. For example, folks want to know beyond which student groups are less likely to be retained, but reasons why students withdrew and what would persuade them to enroll in the course or college again. Further, **IRPA responsibilities have evolved from reporting on historical outcomes to becoming a consultative unit, guiding future-oriented planning, goal setting, and decision making.** The office is being pulled in to oversee institutional planning at an even higher degree than in the past to support initiatives such as VAR, Strategic Enrollment Management, Strategic Plan and Educational Master Plan development.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

Currently, disproportionate impacted student data can be found in the "Course Success with Disproportionate Impact" report in the online tool Precision Campus. This report indicates who is disproportionately impacted in course enrollment, but not in other areas such as term persistence nor degree/certificate/transfer goals. While some of this data can be accessed via the CCCCCO Data Vista website, it is not locally explored due to limited IRPA capacity. We need another research analyst who can help with data validation and automation to meet increasing compliance needs. In this way, the current Director and Analyst can dedicate more effort to inform program improvements and decision making that will help meet the goals outlined in the college's Strategic Plan 2027-2030.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). 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)	Users will understand and interpret disaggregated data on college, program and individual equity gaps.
Method of Assessment of Learning Outcome (please elaborate)	<p>In the past year IRPA has <b>shifted focus</b> on assisting faculty with their department-, course- and section-level data in Precision Campus, to having <b>workshops for classified staff on how to access data, developing action plans to support their unit program review and programmatic improvements</b> outside of formal program review cycle and in response to VAR reporting.</p> <p>There were <b>individual consultation sessions</b> to guide program operations related to data (i.e., data entry, data maintenance, program-student identification and implications) for coordinators in CCAP dual enrolled high school, food pantry, and general counseling.</p> <p>IRPA had <b>open sessions on general and college-wide topics:</b></p> <ul style="list-style-type: none"> <li>• Discover the potential of data driven decision making (3 sessions)</li> <li>• College student and employee Climate Survey results (2 sessions)</li> <li>• College Strategic Plan 2027-2030 (4 sessions)</li> <li>• College Strategic Enrollment Management 2027-2030 (1 session)</li> <li>• CCCCO Student Equity Achievement Plan 2025-2028 (1 session)</li> <li>• CCCCO VAR Reporting to track student participation, enrollment, demographics and activity code by program (5 sessions)</li> </ul>
Summary of Assessment Results	N/A at this time
Reflection on Results	
Strategies Implemented or Plan to be Implemented (aka: enhancements)	As more programs are brought into VAR, IRPA will continue to work with programs on data entry and data quality; and how to use the data to inform ongoing improvements.

**Please email this form to your dean/manager.**

10. Dean Manager Comments:

11. Vice President/Associate Vice President Comments:

The Institutional Research, Planning and Accreditation office plays a critical role in advancing equity, compliance, and data-informed decision making across the college. As reporting requirements expand under Vision 2030, VAR, and the Student Centered Funding Formula, IRPA's responsibilities have shifted from historical reporting to consultative leadership in planning, enrollment management, and program improvement. The office has strengthened faculty and staff partnerships through workshops and data coaching, while advancing infrastructure migration to the Lakehouse operational data store. However, capacity remains a significant constraint. Approval of an additional Research Analyst is essential to automate reporting, validate data systems, and expand proactive research that supports equity goals and institutional effectiveness.

**Email the form to RAPP tri-chairs.**