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🏛️ Dept AS - (SSRS) FYE > Academic Support Assessment Unit
> Program Review

i Enter information for 2016-17 only. Prior years need to be entered in Word document and sent to Vice President of Student Services. ✕

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2018-19 Annual Program Review Update Submitted By:
Maristella Tapia and Jorge Morales

APRU Complete for: 2018-19

I.A.1 What is the Primary Focus of Your Program?: Basic skills

I.A.2 Choose a Secondary Focus of Your Program?: Transfer

I.B.1 Number Certificates of Achievement Awarded: 1

I.B.2 Number Certif of Achievement-Advanced Awarded: 0

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 9

I.B.4 # AA and/or AS Degrees Awarded: 19

I.B.5 Strategies to Increase Awards : We offer transfer- ready workshops in SSRS and Friday workshops focused on transfer programming and support for students, Instructors have introduced information about their AADT programs where these exist and have talked to students about career options within the field of study. Our program provides enhanced support with instruction and embedded tutoring to make sure that students are successful in getting through their GE courses. Counselor follows up with students in their second years to see where students are in terms of completing transfer and/or major requirements. Occasionally we bring in academic in particular fields to talk to students about their work and research within their fields. We also visit several university campuses with first year students throughout our quarter (for example UC Berkeley and UC Davis as well as San Jose State University).

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics:

I.C.2 CTE Programs: Labor Market Demand and Industry Trends ::

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served:

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I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 7

I.E.2 #Student Employees: 3

I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching: Teaching in the program for the academic year were 7 FT faculty and 3 PT faculty so 7:3

I.E.4 # Staff Employees:

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources: One of the changes that our program experienced this year was that the director of SSRS position 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 and faculty for programs, entering appropriate designations for courses, scheduling, coordinating the collection of program data, training student peers, onboarding new faculty, conducting professional development, etc. Some of these duties have been absorbed by the Faculty coordinator and Counselor coordinator for the program, however without re-assigned time, these critical duties are not always given the time and consideration required as both coordinators are at capacity with the official duties of their respective roles. In addition to this, the reduction of sections as an administrative enrollment strategy has led to the reduction of part-time faculty at De Anza. Because of this, we had an overall decrease of faculty available to teach in the program.

II.A Enrollment Trends: Overall our enrollment for this program is growing yearly for all of the years of enrollment data available. In the past 5 years, there has been a 45.2% increase in enrollment. According to the program review data for the past five years, the enrollment was reduced as a result of losing 2 cohorts and staff in 2012-13, but it has been trending up gradually. In 2012-13 there was 159 unduplicated head count, in 2013-14 there as 73, and in 2014-15 there were 81. In 2015-16 there were 92 and in 2016-17 there are 102. For this program review's year of 2017-2018, enrollment is at 106.

II.B Overall Success Rate: What significant changes in student success rates have you seen in the last three years?
Overall, the FYE program has remarkable success rates. For the academic years of 2015-2016 and 2016-2017, the success rate was unchanged at 89%. However for this academic year of 2017-2018, the success rate dropped 9% to an overall rate of 80%. There are a few factors that might account for this change. This was the first year that complications with Title IV curriculum restrictions did not

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allow us to offer our co-requisite reading and writing 1- unit courses or the 1-unit “labs” for sociology and ICS. These labs provide additional hands-on instructional support with faculty and extended exposure to curriculum. In addition to this, the faculty coordinator for First Year Experience was on professional development leave for this academic year and was not able to provide same level of guidance, support or onboarding for new faculty, some of whom did not have extensive experience working with students who place in basic skills courses.

II.C Changes Imposed by Internal/External Regulations: As mentioned above, Title IV limitations on course offerings limited our ability to offer co-requisite courses, which has reduced the instructional hours within the program, and therefore changed the level of support students in the program receive. This year, we were able to modify these courses in a manner that would technically allow us to offer them in subsequent years. However, another barrier to offering the FYE co-requisite courses has been the drop in college enrollment, coupled with administrative enrollment policies of early cancellation that has led to the overall reduction in courses offered across all divisions. Because of this, the future of offering these co-requisite courses as part of our program remains uncertain.

Yet another external regulation that will impact the structure of our first year pathway for students is the recent passage of AB 705. Due to AB 705, we are no longer able to offer the basic skills Writing or Reading courses that contributed to the notable success of our students in their English courses. In the next few years we will be piloting a pathway to EWRT 1A for our students that does not involve basic skills reading and/or writing as prerequisites.

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment: The percentage of enrollment for African American students for this year was 1% compared to their population overall in the college which is 4%.

The percentage of Latinx students in our program was 88% compared to their population overall in the college which is 24%

The percentage of Filipinx was 4% compared to their population in the college of 7%

The percentage of Pacific Islander was 1% compared to their population in the college of 1%

We suspect that due to the success of the Impact AAPI Program,

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the Filipino/Pacific Islander student population may have decreased. We also suspect that due to the new UMOJA Program, the percentage of African American students may decrease.

III.A.2 Targeted Student Populations: Growth and Decline: As mentioned above, enrollment in the program was dramatically reduced by the elimination of two cohorts of students (the program went from serving four cohorts of first year students to two). While enrollment in the program has rebounded somewhat (within the limitations of two cohorts) the enrollment for particular groups has not and has, in fact, decreased. For example, our five year data shows a dramatic decrease in enrollment for our African Ancestry students. In 2015-2016, it was at 50%. The following academic year (2016-2017) it was at 2%. For this current academic year, it went up slightly at 4%. We think that this dramatic reduction in the enrollment of African Ancestry students in our program might be due to the new UMOJA program and our efforts to not compete with UMOJA for student enrollment given the small size of the African Ancestry population at De Anza College. It might also be the case that the drop in enrollment of African Ancestry students is due in-part to a similar college-wide trend in a drop in enrollment for African Ancestry students and an overall decrease in student enrollment.

We see a similar decrease with Filipinx student enrollment in the program over this five-year period. Where it went from a high of 44% in 2014-2015 to 14% in 2015-2016 and 18% in 2016-2107. For this year, the percentage of Filipinx students increased a bit to 26%.

During the five year time period, the percentage of Pacific Islander students increased slightly from 0% for all four years of past data to 1% for this year.

The percentage of Latinx students enrolled in our program remains by far our largest target population served by this program. Enrollment for Latinx students has remained somewhat constant over this five year period. Starting at 82% in 2013-2014, dipping slightly in 2014-2015 to 72%, and then moving back up to 91 and 90% respectively for the Academic Years 2015-2016 and 2016-2017. This year it dipped slightly to an 88%.

We suspect that due to the success of the Impact AAPI Program, the Filipino/Pacific Islander student population may have been responsible for the decline in Filipinx enrollment. We also suspect that due to the new UMOJA Program, the percentage of African Ancestry enrolled in our program has decreased.

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III.B.1 Closing the Student Equity Gap: Success Rates:

- African American: 100%
- Latinx: 80%
- Filipinx: 81%
- Pacific Islanders: 0%
- Asian: 90%
- White: 90%

Our success rates for each of the populations significantly exceed the success rates for these populations who are not in our program.

III.B.2 Closing the Student Equity Gap: Withdrawal Rates:

The withdrawal rates for the program broken down by group for this year were as follows:

- African American: 0%
- Latinx: 8%
- Filipinx: 0%
- Pacific Islander: 0%
- Asian: 5%
- White: 0%

One of the greatest success outcomes of our program is our significantly high retention rates for all groups but specifically for targeted groups.

III.B.3 Closing the Student Equity Gap: 2017-18 Gap:

For the year 2013-2014, the success rate for the targeted groups was 90% versus 100% for non-targeted groups with a success gap of 10%

For the year 2014-2015 the success rate for targeted groups was 84% versus 81% for non-targeted groups with a success gap of -3%

For the year 2015-2016 the success rate for targeted groups was 89% versus 75% for non-targeted groups with a success gap of -14%

For the year 2016-2017 the success rate or targeted groups was 89% versus 92% for non-targeted groups with a success gap of 3%

For the year 2017-2018, the success rate for targeted groups was 80% versus 82% for non-targeted groups with a success gap of 2%

III.C Action Plan for Targeted Group(s):

The largest success gap between the targeted and non-targeted students in our program was 10% in the year 2013-2014. Since then, our program has been decreasing the equity gap between targeted and non-targeted groups, and in the year 2014-2015, our targeted groups surpassed the success rate for non-targeted groups. In 2015-2016, our non-

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targeted groups substantially surpassed success rates for non-targeted groups. Since the year 2015-2016 we have worked on improving the integration of our curriculum and assignments across all of the courses in the program so students get the scaffolding they need to succeed across all of their classes. We have adopted culturally relevant texts and curriculum and worked to center student life experiences in the learning process. We added field trips to University campuses, student tutors and professional development trainings for our faculty. We hope to continue these high impact practices as the data reveals that they are working to close the equity gap.

We also plan to work more closely in the future with Disability Student Services, as there are a high number of students who have learning disabilities in our program in order to ensure they are receiving the right level of support. We also would like to retain tutors earlier in the school year so that they are ready to support students beginning the first week of Fall quarter. We want to continue to provide culturally relevant programming and training for our faculty and continue to provide more support for faculty.

III.D Departmental Equity Planning and Progress: • Professional Development--There are several conferences that have been important professional development opportunities for our faculty.

The annual RP group Strengthening Student Success conference has been an important opportunity for learning about the the latest research in, as well as high impact practices surrounding, basic skills education. NCORE, and Facing Race Conferences are also important for keeping our faculty current in the areas of critical race and ethnic studies so that we can continue to develop and offer culturally relevant curriculum and pedagogy. Lastly, we hope to participate in the National First Year Experience Conferences next year to see what other colleges are doing in their First Year Experience programs.

- Enhanced support for students—Students would benefit from growing the amount of tutors in the program able to provide embedded support inside writing and other courses, as well as supplemental support outside of courses.
- Departmental Collaborations --- Faculty can benefit from more funded opportunities to meet and collaborate on curriculum with one another. This year we instituted our first FYE faculty retreat which gave us the opportunity to plan the academic arc for the year with each quarter’s team of faculty. It would also benefit us to work more closely with the department of outreach in recruiting students for our program.
- Best Practices—cross departmental collaboration and curriculum integration, funding faculty for conferences and for opportunities

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to collaborate, keeping relevant in the field of Ethnic Studies and critical race studies, providing cultural capital development opportunities and team building experiences for students such as cultural outings, visits to campuses, and student participation in conferences.

- Coaching/Consultation—Learning from other educators about how to improve best practices in the area of basic skills instruction to strengthen student skills in reading and writing, as well as learning about ways that we can help students improve student-hood skills.

III.E Assistance Needed to close Equity Gap:








III.F Integrated Plan goals: current student equity data and action plan:

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): In compliance with SSSP mandates, FYE students will develop a minimum 3 quarter comprehensive student educational plan, which provides a path to transfer to a four year college or university. To date FYE has achieved an 99% success rate in completin

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): As stated in the FYE Program review data, the FYE course success rate in 2013-14 was 84%. In 2015-16 the FYE course success rate was 89% and in 2016-17 the FYE course success rate was 89%.

V.A Budget Trends: FYE B budget request is pending and has in the past been maintained through basic skills funding, student equity, DASB, and SSRS B budget. The program relies on additional pay to fund planning and coordination efforts by faculty that go above and beyond the scope of their contracts. Without this additional pay, it would be difficult, if not impossible, to recruit and retain faculty for our program as it requires a considerable investment in time and effort beyond what is normal for teaching a general population course. Additional responsibilities of FYE faculty include increased preparation time for the purpose of collaborating on our integrated curriculum, mandatory professional development and orientation specific to our program's needs, and participation in cultural or community events and/or university field trips. Due to the added responsibilities of participating in the program, it is difficult to recruit faculty. The program coordinators have consistently requested reassigned time for faculty participating in the program as a means to recruit, support and retain program faculty, but this request has not been granted. We will continue to ask for reassigned time in our program review and other spaces where we advocate for our program.

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Our budget also funds supplemental instruction in the form of student tutors, as well as community outings and university campus visits, parent orientation, summer bridge programming and other programming from which our students benefit.

V.B Funding Impact on Enrollment Trends: The program has full reliance on basic skills funding, student equity, DASB, and SSRS B budget. Currently, there is a lack of permanent funding for our program. Faculty in our program have also not been given reassigned time (as mentioned above) to support faculty work and efforts in the program. The lack of permanent funding and the reassignment of resources makes it difficult to grow the program and threatens its longevity and future success.

V.C.1 Faculty Position(s) Needed: Replace due to vacancy

V.C.2 Justification for Faculty Position(s): The program lost our SSRS director when she was promoted to Dean of Equity. This position remains vacant and needs to be filled. The SSRS Director plays a critical administrative role for the program which includes managing our budget, recruiting students and faculty for programs, entering appropriate designations for courses, scheduling, coordinating the collection of program data, training student peers, onboarding new faculty, conducting professional development, etc.

V.D.1 Staff Position(s) Needed:

V.D.2 Justification for Staff Position(s)::

V.E.1 Equipment Requests: Over \$1,000

- V.E.2 Equipment Title, Description, and Quantity:**
- 1) A color printer for program flyers, events, activities, recruitment, and program (1 new)
 - 2) 30 new ipads for use in classrooms
 - 3) 30 new blue tooth keyboards for ipads

V.E.3 Equipment Justification: The Color printer will help us meet two of our identified goals in our strategic plan: improving the success and transfer rates of disproportionately impacted students and build on broadening our existing relationships with high schools and the local community. Color flyers and documents are used for community outreach activities, flyers for community events and class assignments. Some of the events FYE will promote using this equipment consists of social justice and civic engagement. Also, this will allow course curriculum to be more innovative and creative.

The ipads and ipad blue tooth keyboards would help us meet two of our identified strategic goals which include improving the

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success and transfer rates of disproportionately impacted students, and closing the achievement gap for students in developmental courses. We work with low-income student populations who often do not have access to laptops or ipads and also suffer a digital divide so having this equipment would allow for students to complete research and course work in class or in the center when computers are occupied. I pads and keyboards will allow for students to access course content online in class for the purpose of research and group work, I pads and keyboards will also be used for writing exercises, taking online quizzes or participating in other flipped classroom work.

V.F.1 Facility Request: Larger building to house SSRS

V.F.2 Facility Justification: The SSRS provides study space, houses offices of faculty and counselors, provides space for training for both staff and faculty, provides critical study areas for students, houses computers and printers for use by SSRS students. However, the current facility is used to capacity and there is little or no room for growth. Often because of the cramped quarters, the center can be loud and difficult to study in for some students. If the college wishes to grow SSRS programs, it will need a larger SSRS facility.

V.G Equity Planning and Support: This work has generated the need for all of the resources listed above in the equipment and facility request descriptions.

The other critical need that this work has generated is the need for reassigned time for faculty who teach in the program during the quarter that they are teaching. In addition to additional pay for participating in LinC and other curriculum planning institutes, faculty need to be supported in the form of reassigned time.

Additional responsibilities of FYE faculty include weekly team meetings, increased preparation time for the purpose of collaborating on our integrated curriculum, participation in mandatory curriculum planning institutes, professional development programs and faculty orientation programs specific to our program's needs. Faculty also participate in cultural or community events and/or university field trips. Due to the added responsibilities of participating in the program, it is difficult to recruit faculty. The program coordinators have consistently requested reassigned time for faculty participating in the program as a means to recruit, support and retain program faculty, but this request has not been granted. We will continue to ask for reassigned time in our program review and other spaces where we advocate for our program.

V.H.1 Other Needed Resources: There is a strong need for peer mentors to assist with assignments, student hood skills, and

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academic support for new and continuing students.

There is also a need for book vouchers or for the money to purchase readers for students for their Fall quarter.

There is also a need for Day Planners for students

V.H.2 Other Needed Resources Justification: Tutoring is a crucial aspect of student success for our students, especially given the virtual elimination of our co-requisite courses that provided time for flipped classrooms and extended the exposure to curriculum and instructional hours. Each fall, the FYE team composes a course reader that integrates readings from across all courses in the pathway. This is a way of lowering text costs for students, while also making sure that curriculum is integrated. The past few years we have been able to purchase readers for our students so that we can make the transition from high school to college easier, more affordable, and provide a critical text for them that will, in turn, contribute to their overall success. Many students wait too long to purchase course texts for the class. Because the majority of assignments come from readings in the reader, this starts students off on the right foot. In addition to this, students will benefit from day planners. They use these in the Career life Planning courses and instructors refer to their planners in their classes as well. These help students build their executive functioning and organizational skills necessary for success in college and life in general.

V.J. "B" Budget Augmentation: A budget of \$12,000 would allow for programming that serves as community outreach and allows us to build and strengthen our relationship to the community. It would also provide for university visits which supports our goal for preparing students for transfer. This amount also supports important cultural programming pertaining to curriculum such as guest speakers or visits to cultural performances like plays or visits to museums. These monies would also support access to career exploration trips such as industry visits. It would also allow for us to sponsor conference fees for students to visit or participate in academic conferences.

Without these funds, crucial programming that contributes to us meeting our strategic goals would be eliminated. The majority of our students are from disproportionately impacted groups and this programming provides exposure to cultural capital and social capital-building opportunities that our students' non-target counterparts have benefited from their whole lives. In addition, university visits and industry visits help build the aspirational capital of our first generation students, and keep them motivated toward transfer and/or completion of their educational goals. All

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of the programming supported by the B budget Augmentation helps to close the equity gap between our students and non-targeted populations.

V.K.1 Staff Development Needs: There are several conferences that have been important professional development opportunities for our faculty. The annual RP group Strengthening Student Success conference has been an important opportunity for learning about the the latest research in, as well as high impact practices surrounding, basic skills education. NCORE, and Facing Race Conferences are also important for keeping our faculty current in the areas of critical race and ethnic studies so that we can continue to develop and offer culturally relevant curriculum and pedagogy. Lastly, we hope to participate in the National First Year Experience Conferences next year to see what other colleges are doing in their First Year Experience programs.

In addition to this, we are requesting funds to support our yearly FYE orientation and our Yearly retreat.

V.K.2 Staff Development Needs Justification: In order for faculty to stay current in our disciplines, and to develop and implement best practices in working with developmental students, it is essential for the FYE team to have opportunities for professional development that may extend beyond what is funded through regular staff development funding.

- V.L Closing the Loop:**
1. We will gather data on the number of students who complete their educational plan before the end of the first year through counseling and advising
 2. We will gather data on which schools students are applying to or plan to transfer to through one on one counseling and advising and/or through assignments in the Career Life Planning course.
 3. We will gather data on major or career exploration or goal identification through one on one counseling and advising and/or through assignments in the Career Life Planning course.
 4. Faculty will share three best practices learned from a conference in our yearly retreat or in a curriculum planning meeting.

Last Updated: 03/22/2018