STUDENT SERVICES
PROGRAM REVIEW 2009-2010

DEPARTMENT OR PROGRAM: **Adapted Physical Education (APE)**

NAME AND TITLE OF PREPARER: Jim Haynes, APE - Exec. Head

In providing responses in the following areas**, please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

The Mission of Adapted Physical Education (APE) is to challenge students with disabilities to:
➤ Acquire knowledge of health and physical fitness as it relates to their physical abilities,
➤ Develop a positive attitude towards living an active and healthy lifestyle,
➤ Develop their personal abilities and skills related to the successful participation in physical activities,
➤ Achieve their fitness and educational goals, and
➤ Become more independent in performing exercises and activities of daily living.

To accomplish this mission the APE program provides a quality-learning environment by offering educationally sound physical education courses and services designed for individuals with disabilities. In order to be successful in physical education, the APE program is organized, prepared, staffed, and equipped to provide reasonable educational accommodations for students with disabilities consistent with state and federal mandates.

II. **Retention and growth.**

   A. How has the program responded to the institutional goal of increased access, growth and retention?
      Access:
         Facilities: Through Measure E and District construction projects, the APE facilities are becoming more accessible and attractive to students with disabilities. Automatic doors make it easier for students in wheelchairs to access the APE classroom. New staircases to the pool deck make access easier and safer.

         Specialized Equipment: Through Instructional and Non-Instructional equipment funds, donations, and fund raising efforts, the APE program has purchased state-of-art, universal designed, exercise equipment. This new equipment gives students with disabilities greater access and options to aerobic and endurance exercise programs. Non-Instructional equipment has greatly

improved the APE program support services like registration and material distribution. The recent purchase of a wheelchair accessible van will expand field trip opportunities for students in power wheelchairs.

Registration Assistance: APE provides all continuing students on-site registration assistance. This process is much more practical and convenient for students with disabilities and has transferred considerable workload away from the Disability Support Services Office allowing them to better serve new and continuing academic students.

State mandated accountability and compliance: The APE program administers all repeatability checks and BOG Waiver applications for qualified continuing students every year. This APE services has greatly transferred workload away from the Disability Support Services Office and the Financial Aid Office allowing them to better serve new and continuing academic students.

Growth: The APE program seems to have recovered from a downward trend in WSCH that resulted from severe budget cuts in 2003. (High of 6681 WSCH in 2002-03 to Low of 5334 Total WSCH in 2006-07 to 6236 WSCH in 2007-08) Enrollments seem to have stabilized and efforts are underway to increase outreach efforts. While retention rates remain very high, the challenge now is to attract and safely serve new students with disabilities.

(Information downloaded from: http://www.research.fhda.edu/factbook/WSCH/wschtofcontentsdanza.htm)

Retention: APE students consistently have high success and retention rates, 96% and 98% respectively. APE believes this is due to the long-standing practice of personalized instruction and service. Each APE student is registered, tracked, programmed, instructed, and assessed based solely on his/her individual circumstances and needs. By design, and in practice, there is no standard student-learning outcome that applies to all registered students in any APE course. APE faculty never evaluate a student's performance or progress based on a comparison to other students. Likewise, APE students never earn a grade based on an average or curve.

B. How has the program responded to the institutional goal of increased access, growth, and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students?

Equitable access to the APE program is a complicated issue related to cultural and social attitudes towards disabilities, higher education, and special education in general. The APE program strives to create a welcoming environment that is sensitive to the cultural and social needs of its students. APE outreach efforts have centered on efforts to reach disability groups and not necessarily ethnic or cultural groups of potential students. From 2005-06 to 2007-08 the number of Filipino and African Ancestry students has declined from 24 to 18 (-25%) and 31to 20 (-29%) respectively. In the same time period, Hispanic students have increased from 111 to 154 (+40%)

(Information downloaded from Prog_rvw_da_PhysEdAdapt.pdf under Special Education - Physical Education – Adaptive at:
http://www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm)

III. **Student equity.** In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

The foundation of APE is personalized instruction and academic accommodation. Student equity has never been an issue in the program. Statistics have consistently demonstrated that all APE students, no matter how identified and categorized, have comparable access, success (96%), and retention (98%) rates. Any difference in student success rates between ethnic groups is difficult to assess by percentage because the sample groups are so small. For instance, in 2007-08 the success rate for Native American students in APE classes was 87% (the lowest of any ethnic group) because over the entire year one student dropped and one failed.

(Information downloaded from Prog_rvw_da_PhysEdAdapt.pdf under Special Education - Physical Education – Adaptive at:
http://www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm)

IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).** Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

The APE primary focus is personalized instruction and this is in large part responsible for the high retention rate (98%). Although enrollment is good, the APE program continues to participate in outreach efforts to disability groups, i.e. Peninsula Stroke

Association, Parkinson's Support Group, Valley Medical Center Spinal Cord Support group, etc.

(Information downloaded from Prog_rvw_da_PhysEdAdapt.pdf under Special Education - Physical Education – Adaptive at:
http://www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgramReviewDiv.htm)

V. **Budget limitations. (**Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

- The APE program offers five classes in the pool in each of the three quarters and an 8-week summer session. The instructor has no consistent classroom support for the more than the 100 students with disabilities that regularly enroll in Adapted Aquatic Exercise (PEA 5X). This creates a difficult and unsafe classroom environment for both the students and the instructor. The APE program needs the resources to hire a part-time classified Instructional Associate dedicated to working with the APE instructor at the pool.

- With the great influx of new exercise equipment in 2007-08 and 2008-09 resources are needed to maintain and repair exercise equipment as needed.

B. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

The APE program exists for students with disabilities that need specific accommodations to successfully participate in physical education coursework. Such accommodations include (but are not limited to):
- A knowledgeable and well trained faculty and staff,
- Personalized instruction,
- Providing a safe, non-judgmental, and non-prejudicial learning environment,
- Accessible facilities,
- Specialized, modified and/or universal-design exercise equipment, and
- Exercise assistance.

If APE did not exist, the Physical Education Division would have to make these same accommodations available on an individual basis. To ignore or to refuse not to make reasonable accommodations exposes the college to discrimination complaints from students to the Office of Civil Rights (OCR) and lawsuits under the Americans with Disabilities Act (ADA).

VI. **Assessment of program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).

At this time the APE program is assessed for student success and retention in the same way as all other programs on campus. Faculty and staff are regularly evaluated for their teaching skills and/or professionalism. Faculty are also periodically evaluated by students. The program will periodically conduct student satisfaction surveys in conjunction with other DSP&S programs. In addition, the APE program participates in Program Planning and Program Reviews as mandated by the State Chancellor's Office as a DSP&S program within the Special Education Division.

The APE program is currently in the process of developing and assessing course and program level Student Learning Outcomes.

VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

The APE program has very close ties with the Physical Education and Athletics Division. Physical Education is the parent educational discipline. APE regularly cooperates and collaborates with PE/ATH on facilities and curriculum to better serve APE students. For example: when an APE student needs to access a specific piece of equipment that APE doesn't have, arrangements are made where the student may access the college's Fitness Center or weight room to use that piece of equipment.

- **State and Federal mandates**. What State or Federal mandates impact the work you do?
Title 5 regulations for DSP&S, Rehabilitation Act and the 504 regulations, and the ADA. DSP&S funding regulations provide additional funding for special education needs. This additional funding allows the APE program to

personalize instruction through hiring exercise assistants and providing specialized exercise equipment.

It makes little sense to cut programs that generate additional funds for the college, even if those funds must be spent in special education. The college needs to take steps to maximize DSP&S funding.

- **Trends.** Describe any positive and/or negative trends in the program.

  Opportunities and interest in Adapted Outdoor Education and adventure experiences for students with disabilities are growing across the state. With the new wheelchair accessible van and new curriculum (Fall 2009) APE hopes to teach more students with disabilities how to access recreational and leisure opportunities in the community and around the state.

- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

  The De Anza College APE program is one of the oldest, largest, and most respected programs in the state. The faculty and staff are regularly engaged in professional development opportunities, including presenting at state and national conferences. Faculty and staff in APE regularly take leadership roles in the state in such capacities as regional representative or Board member of the California Association for Disability and Education (CAPED) and Community College representative or Chair of the State Council on Adapted Physical Education (SCAPE).

VIII. **Program strengths/areas for improvement.**

A. Provide a summary of the program's main strengths.

The APE program's greatest strength is its faculty and staff and their commitment to providing the best-personalized instruction and services possible. It is this approach that consistently results in high student retention, success, and persistence. Faculty and staff in APE regularly take leadership roles within the college serving in such capacities as president of the Academic Senate, president of the Classified Senate, Professional Growth Award Committee, FA Executive Council/Conciliator, SEUI negotiations, Facilities Committee, numerous hiring and tenure review committees, Coordinator of Student Services Student Learning Outcome project, and more.

The APE program operates one of the state's largest; best equipped, and staffed classrooms dedicated to physical education instruction for students with disabilities.

The APE program provides excellent extracurricular experiences such as Kayak Trips, Camping Trips, Museum Trips, State and National Parks trips, etc. The APE program also hosts a number of social events for students with disabilities like the annual Holiday Party, quarterly volleyball tournaments for seniors with disabilities, and the End-of-the Year Bar-B-Q.

B. Provide a summary of the program's main areas for improvement.

Building on our strengths of providing personalized instruction the APE program needs to hire another part-time classified instructional associate to assist the instructor at the pool. The adapted aquatics classes typically have the highest enrollments but the fewest exercise assistants in the APE program. The instructor needs a permanent part-time classified instructional associate to provide consistency of service and safety for the APE students with disabilities.

With the purchase of new instructional and non-instructional equipment in 2007-08 and 2008-09 there is a greater need for funds to maintain and repair exercise and office equipment.

The APE program will need more time and resources to fully implement the Student Learning outcomes (SLO) and Services Area Outcomes (SAO) processes into the institutional decision-making and resource allocation process.

IX. **Suggestions for campus-wide change.**

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

Program cuts should be equitable across the College but should keep in mind the impact on our most vulnerable groups of students. People with disabilities already constituted the largest unemployed group in the state and nation even before the current recession. Students with disabilities are

already economically disadvantaged and are facing severe reductions in state support from Sacramento.

Administrative or reporting functions that are common at both campuses could be handled at the District. Keep services for students as close to the students as possible.

B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

Greater control of the classroom physical environment could produce greater energy saving. Too often the classroom temperature is controlled from a central location and cannot be shut down when no classes are in session. Often the room is too warm but we can't turn down the temperature. Too often the blower is on when it could be off.

APE needs the pool at a minimum of 82-84 degrees to have a viable classroom.   Reducing the pool temperature is not an option. The pool should be covered at night to save on energy costs. It makes no sense, particularly in the winter months, to leave the pool uncovered at night when the cost savings could easily cover the cost for someone to put the covers on at night and take them off in the morning, and still realize an overall cost savings.

STUDENT SERVICES
PROGRAM REVIEW 2009-2010

DEPARTMENT OR PROGRAM: <u>Admissions and Records</u>

NAME AND TITLE OF PREPARER(S): <u>   Kathleen Moberg, Dean Admissions and
Institutional Outreach   </u>

In providing responses in the following areas, **please provide quantitative and
qualitative data to support your responses.** For the purposes of the Program Review,
both departments and programs will be referred to as "program."

I. **Description and mission of the program.** Provide a brief description of the program
including any services provided and the program's mission.

The De Anza Admissions and Records office mission is to provide comprehensive,
client sensitive, and technologically innovative and appropriate services to our
approximately 24,000 diverse students and staff. These services include: admissions;
registration; graduation and program evaluation; transfer credit review; Veterans'
services; faculty support, including grading, roster maintenance, grade changes,
Incompletes and faculty course technology support; Assessment and prerequisite
evaluation and support; Counseling services integration and support (Articulation,
Matriculation, Counseling 100 registration, etc); transcript services (supporting one of
the highest transfer rates in the state); Division support including waitlist and
enrollment management; Outreach and Recruitment support; apportionment collection
and reporting; Student technology enhancements, interface with and trainers for
other users across campus; and finally compliance and enforcement of state regulations
and mandates.

Quantitative measures:
- Increased Veterans' enrollment from 50 – 135 in 07-08. Enhanced services, web
  site, hosted an Open House, and created a printed handbook. Received excellent
  audit evaluation.
- Oversaw successful implementation of online grading technology. 385
  instructors submitted their <u>grades</u> on line for fall 2008. 170 instructors submitted
  instructor <u>drops</u> on line for fall 2008.
- Processed over 25,000 transcripts, supporting highest transfer rate in the state.
- Processed 1600+ IGETC and GE/Breadth certifications
- Processed 1300+ applications for Associate's degree
- Processed 700+ applications for Certificate
- Processed 3000+ incoming transcripts of which over 1500+ required full
  evaluation, the rest were targeted evaluations for prerequisites or specific courses
- Processed 150+ degree audit requests

- Fielded 2000+ telephone inquiries
- Respond to 1500+ evaluations/graduation email inquiries

II. **Retention and growth.**

A. How has the program responded to the institutional goal of increased access, growth and retention?

As the "front door" to the campus, Admissions provides key access points for new and returning students. Our technology and in person services need to be intuitive and user-friendly. We are responsible for not only creating admissions and registration opportunities for students, but for ensuring that students meet state admissions and residency criteria to protect the college from audit findings. In direct response to institutional initiatives, Admissions works closely with Outreach and Recruitment to support Outreach functions for new students, expedite new student paperwork and registration processes, coordinate assessment and other related efforts, and process Counseling 100 registrations to meet Matriculation requirements. In support of Retention initiatives, Admissions works with Summer Bridge, First Year, SSRSC and special math students to process registrations that support retention strategies. We also work closely with Student Discipline to maintain accurate and confidential history of student holds, etc.

Quantitative Measures:
- Admissions processes the applications, registrations, and grades for 24,000 students each term.
- Admissions manually processed hundreds of admissions applications and Counseling 100 registrations in support of New Student events.
- Admissions staff assisted division deans in waitlist management, re-enrollment for cancelled courses, processed special registrations for linked classes and special programs like First Year Experience.
- Admissions staff revised web sites to be more user friendly and informative, revised phone menus to be more customer services oriented, and answered thousands of general questions via the webreg email address.

B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students?

As mentioned above, Admissions has worked closely with Outreach to coordinate and streamline processes, create better communication avenues (updated web site, Info desk staffing, phone menus), and hire a diverse student and permanent staff. Staff also completed Cultural Competency training in fall 2007 and also assisted in Outreach student conferences for target populations.

Quantitative Measures:

- As mentioned above, Admissions processed hundreds of applications and registrations related to New Student events, participated in "Not too Late" to register, and assisted Outreach in preparing for and offering conferences for target populations.

III. **Student equity.** In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

Although Admissions does not formally address Student Equity, as open access is our main role, we focus on making enrollment processes accessible and transparent to all students, and aim to provide follow up and referral to students needing more assistance navigating admissions, registration, and related matriculation processes. We also have a diverse staff that reflects multiple cultures, language backgrounds, and ages.

IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).** Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

As the same dean oversees both Admissions and Outreach, these two departments continue to work closely to optimize Strategic goals. Although Outreach gets the majority of credit for meeting target enrollment goals for specific populations, Admissions provides essential support for the next steps in the matriculation process. Staff across the two departments freely share their time and ideas to maximize results and reduce inefficiencies.

V. **Budget limitations. (**Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

To ensure that basic services are met, Admissions relies on hourly and student staff. Current budgets are insufficient to meet the need, primarily in the areas of phone and front counter coverage, lobby information desk staffing, and document filing/scanning. In addition, basic services such as providing transcripts, add codes, and diplomas require special materials with high costs. Monthly postage fees and envelopes to send transcripts and mail diplomas are also high. Although we collect significant fees via our online transcript service through Credentials, none of this comes back to the department. <u>Admissions could be completely self-sustaining if the fees we collect for transcripts returned to the department. These fees could cover technology enhancements, such as third party maintenance fees and new applications.</u>

B. Describe the consequence to students and the college in general if the program were

eliminated. Please be specific.

No Admissions and Records, no fundamental student services.

VI. **Assessment of program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).

SLOs and survey instruments will need to be developed to collect quantitative date. Enrollment and transfer data indirectly speak to Admissions' success.

VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

  As previously mentioned, Admissions works across campus with both Student Services and Instruction. Student system technology is used throughout the campus and access and troubleshooting is done through Admissions. Admissions functions directly support other departments and programs, such as EOPS and DSS registration. Wherever possible, we attempt to reduce budget needs, such as recently hiring work study students instead of classified temporary staff. We have also recently reorganized positions to meet changing needs in certain areas such as Veterans' support and evaluation.

- **State and Federal mandates**. What State or Federal mandates impact the work you do?

  Admissions is a mandated program to meet Matriculation requirements. In addition, the number of state and federal mandates Admissions must uphold and enforce are too numerous to list here. These are related to registration priorities, privacy regulations, and so on. Suffice it to say, that whenever the Legislature or State office pass new legislation related to fees, residency, course repetition, apportionment, services to special populations, etc. Admissions will be the primary department responsible for enforcing and disseminating the rules across the campus and district. In conjunction with ETS, Admissions is also responsible for articulating, coordinating, and implementing any related technology enhancements or changes that result from new mandates.

- **Trends.** Describe any positive and/or negative trends in the program.

The upcoming conversion to a new Student system will tax staff and resources in a period of reduced staffing and budget. The inevitable learning curve required in a project of this size and scope will result in changes in services, workload, and access as staff becomes more familiar with the applications, differences, and limitations of the new system. This will invariably put additional pressures on Admissions in service provision and customer service.

- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

All community colleges as well as universities have Admissions and Records departments.

VIII. **Program strengths/areas for improvement.**

A. Provide a summary of the program's main strengths.

Given limited resources, Admissions does a tremendous job of providing services.

B. Provide a summary of the program's main areas for improvement.

With additional resources, we could improve our response time for phone, in-person and web inquiries as well as transcript turn around time.

IX. **Suggestions for campus-wide change.**

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

None at this time.

B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

To accommodate Banner training, testing, and clean up and migration of records, we suggest that Admissions change its hours to 8-5. This would reduce the need for additional staff at the front counter and help coordinate and backfill work within a shorter work day. Once Banner implementation has been complete and B budget for hourly staff has been restored, we could restore our flexible and evening schedule.

Name of Program
Admissions and Records_____

Name of Preparer(s)
Kathleen Moberg_____

Each program and department is asked to complete the following 2008-09 Program Review Summary. These Program Reviews will be used to make planning decisions for the 2009-10 year and/or address plans for 2008-09.

Service/Program Summary. Provide as much information as available.

	2007-08	2008-09	Impact of Reduction/Increase (If applicable)
Budget Total	1,266,483	1,276,405	
A budget	1,231,483	1,257,963	Reclassified staff reducing B budget
B budget	35,000	18,442	Basic svcs are compromised
C budget	00	00	
Strategic Planning	00	00	
DASB	00	00	
Grants	00	00	
* Other	00	00	I was awarded B Aug, but it was frozen.
# Staff – Total			Hired work study to reduce need for
Classified Contract	19	18.5	Classified hourly
TEA	6	3	
Faculty	0	0	
Students	2	10	Work study and Co-op
# Students Served (unduplicated)	20,000	21,000	
# Students Served (duplicated)			
Ratio of staff to students	1/2666	1/2666	
WSCH	0	0	

*For categorical funding, please supply any additional data for clarification.
*Demographics of Students Served (if available)

Ethnicity	2007-08		2008-09	
	Number	Percent	Number	Percent
African American/Black	688		773	
Amer. Indian/Alas. Nat.	109		112	
Asian American	7939		8357	
Chicano/Latino	2559		2916	
Filipino	1095		1207	
Pacific Islander	190		211	
Other	596		642	
White	5189		5370	
Decline to state	1412		1468	

Gender	2007-08		2008-09	
	Number	Percent	Number	Percent
Female				

Male				

*For categorical funding, please provide all information available at this time.

2/4/09

STUDENT SERVICES
PROGRAM REVIEW 2009-2010

DEPARTMENT OR PROGRAM: <u>Assessment Center</u>

NAME AND TITLE OF PREPARER(S): <u>Stephen Fletcher, Supervisor</u>

In providing responses in the following areas, **please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

I. **Description and mission of the program.** Provide a brief description of the program including any services provided and the program's mission.

The Assessment Center provides students the opportunity take placement tests in mathematics (through Mathematics 1A), English (through EWRT 1A), and English as a Second Language, as required by Assembly Bill 3 78212(b)(3)(A). The Center also administers a readiness test for Chemistry 1A/Biology 6A and Biology 40a.

The Assessment Center assists with the rollover of student placement information at the end of each quarter. Testing and placement screens are updated automatically based on students' current enrollment information. These changes, however, assume courses are successfully completed. When final grades are input, the Assessment Center adjusts the testing and placement screens for those students who did not successfully complete courses. This task needs to be done quickly to make sure students can enroll for the appropriate courses the following quarter.

The Assessment Center scans tests for instructors. Based on Fall Quarter 2008, the service was used primarily by instructors in Social Sciences/Humanities (55%), Business/Computer Science (22%) and Physical Science/Mathematics (13%).

The Assessment Center does the Ability to Benefit testing for students who are applying for financial aid. The program serves students who want to take college courses but have not graduated from high school.

The Assessment Center receives Advanced Placement score reports from College Board. As students request it, we forward their reports to Admissions and Records for evaluation scores for graduation credit.

II. **Retention and growth.**

A. How has the program responded to the institutional goal of increased access, growth and retention?

Between July 1, 2007 and June 31, 2008, the Center administered 25,633 tests to 10,729 students. This number represents an increase of 12% over the previous year. Between July 1, 2008 and December 31, 2008, the Center administered 14,291 tests to 5,954 students, which implies 2008-9 numbers may be slightly higher than the 2007—8 totals.

The Assessment Center has also supported the outreach efforts of the college by giving local high school seniors the opportunity to take the English and mathematics placement tests at their school sites. In 2007-8, we did testing at high schools in the Fremont Union, Campbell Union, and East Side Union high school districts.

The Assessment Center also does analysis of student placement data for special projects on campus. We are currently helping identify students for the new Asian Pacific Islander grant. We have helped identify students for LinC and Puente programs.

B. How has the program responded to the institutional goal of increased access, growth and retention <u>specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students</u>?

In 2007-8, the Assessment Center, through the Outreach Office, worked with East Side Union High District schools to facilitate ethnic minority students attending college. We went to many of the high schools and conducted placement testing during spring semester. A review of the student database indicates that Fall Quarter 2008, 13.7% of graduating seniors from East Side attended De Anza, in contrast to 10% of seniors in Santa Clara County.

III. **Student equity.** In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).** Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

V. **Budget limitations. (**Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

The main non-personnel expenditure for the Assessment Center is the cost of the tests. Currently, tests cost $1.80 each, though the typical English or mathematics placement test consists of two tests (i.e., Sentence Skills and Reading Comprehension, Arithmetic

and Algebra). A reduction in budget would mean that students would have to re-test less frequently. For mathematics, the reduction would mean that students could only take one test every six months. The current policy is students can only take the same test once every six months. This policy allows students to take as many as three tests (Basic Math test, College Level Math test, Calculus Readiness) every six months. Multiple testing accounted for 31% of tests in 2007-8.

For English, a reduction in budget would mean current testing practices would need to be modified. A possible modification would be to only allow students to take the Sentence Skills test if they score 89 or higher on Reading Comprehension. Students not taking Sentence Skills would still be evaluated on their grammar skills using the essay they write. This modification would mean 4,959 Sentence Skills tests would not have been administered in 2007-8, or a reduction of 24%. Another possible modification would be to eliminate having students write an essay. The essay is the most expensive part of the assessment because of the need to pay faculty to score each essay. However, the English Writing Department has been strongly opposed to eliminating the essay from the placement test.

B. Identify any other implications affecting your program: e.g. technology, staff, Facilities.

A reduction in funding could affect staffing. The current level of staffing is one supervisor and four testing technicians. A reduction in the level of staffing would have minimal impact on Assessment Center operations except between April and September when the number of students tested increases significantly.

C. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

We think there are three possible options.
1.   No placement testing will occur, so students could enroll in any course offered by De Anza. Instructional methods would need to be implemented to account for the variation in student preparation.
2.   The responsibility for placement will shift to academic departments. Placement decisions would likely be based on high school and college transcripts, Advanced Placement results, and/or the results of standardized assessments (i.e., SAT 1, SAT 2).
3.   Students would take a set sequence of mathematics and English courses regardless of past coursework. Based on current placement patterns, the English sequence would start with EWRT 211/212 and Reading 211/212. The mathematics sequence could start at Math 114.

VI. **Assessment of program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).
Current assessment practices are based on policies implemented when Bert Manriquez was Director of Assessment. Although Dr. Manriquez was careful in the work he did, the assessments need to be re-evaluated. The institutional research group has allowed us

access to the student data warehouse and we are beginning the process of looking at the relationship of placement results and course grades. The results of the analysis will be shared with the appropriate departments and decisions will be made about future directions.

VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

College Now: We administer English placement tests to high school students who want to take college level courses while concurrently enrolled in high school.
Outreach: We work with them on testing high school seniors at local schools
International Student Program: We conduct placement testing for new foreign students.
Admissions and Records: Assisting in the rollover process by correcting student placement information for students who do not successfully complete a course
Financial Aid: Conducting the placement testing for Ability to Benefit
Disabled Student Services: Work with them in assessing students with special needs

- **State and Federal mandates**. What State or Federal mandates impact the work you do?

Placement testing for language and computation is required by Assembly Bill 3 78212(b)(3)(A).

- **Trends.** Describe any positive and/or negative trends in the program.
Positive
Students like the walk-in basis for testing
Negative
Abuse of the retest policy. The abuse occurs in mathematics because the policy states you can only repeat a test every six months. However, the Assessment Center has three mathematics tests (Basic, College, Calculus Readiness), so testing can occur in less than six months.

- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

Although most community colleges conduct some type of placement testing, De Anza differs from other programs in two important ways. First, De Anza tends to have a more generous retest policy than other colleges. Policies at other institutions allow retesting only once a year or not at all. Second, De Anza serves more students than many of the community colleges in California. The increased number of students means that practices at smaller institutions cannot work here.

VIII. **Program strengths/areas for improvement.**

A. <u>Provide a summary of the program's main strengths.</u>
Focus on service to students and the community
Closely linked to Admissions and Records and Counseling
Current practice allows us to meet the needs of increased enrollment
Willingness to help people

B. <u>Provide a summary of the program's main areas for improvement.</u>
Generate funds in a way that supports programs on campus
Offer a site for testing off site students from other institutions
Better serve evening and weekend students
Better communication with Admissions and Records on policy changes and computer operations

IX. **Suggestions for campus-wide change.**

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?
Closer link between De Anza and Foothill in terms of test results and placement
Better training of counselors with respect to assessment as well as placement screens
Improved discussion of placement results with students

B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?
Article 19 contracts: Retired faculty return at faculty pay and may be performing lower level tasks
Book Buy Back: Increase the buy back rate or decrease used book cost

De Anza College Student Services
2008-09 Program Review Summary

Name of Program   Assessment Center

Name of Preparer(s)   Stephen Fletcher

Each program and department is asked to complete the following 2008-09 Program Review Summary. These Program Reviews will be used to make planning decisions for the 2009-10 year and/or address plans for 2008-09.

Service/Program Summary. Provide as much information as available.

	2007-08	2008-09 (as of 12/31)	Impact of Reduction/Increase (If applicable)
Budget Total			
A budget			
B budget			
C budget			
Strategic Planning			
DASB			
Grants			
* Other			
# Staff – Total	4	5	
Classified Contract	4	5	
TEA	0	0	
Faculty	0	0	
Students	0	0	
# Students Served (unduplicated)	10,729	5,954	
# Students Served (duplicated)	25,633	14,291	
Ratio of staff to students			
WSCH			

*For categorical funding, please supply any additional data for clarification.

*Demographics of Students Served (if available)

Ethnicity	2007-08		2008-09	
	Number	Percent	Number	Percent
African American/Black	354	4	283	5
Amer. Indian/Alas. Nat.	56	1	4	
Asian American	2495	26	2284	41
Chicano/Latino	1966	21	968	18
Filipino	266	3	384	7
Pacific Islander	667	7	112	2
Other				
White	1723	18	1303	21
Decline to state	34		168	3

Gender	2007-08		2008-09	
	Number	Percent	Number	Percent
Female	4224	45	3126	54
Male	5219	55	2623	46

*For categorical funding, please provide all information available at this time.
2/4/09

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Student Services
2008-09 Program Review
Instrument

PROGRAM REVIEW 2009-2010

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DEPARTMENT OR PROGRAM: De Anza College Athletics Department

NAME AND TITLE OF PREPARER(S):   Kulwant Singh – Athletics Director
Rich Schroeder – Division Dean
With input from the Athletics Department Faculty
& Staff

In providing responses in the following areas, **please utilize the quantitative data available in the Program Review Enrollment Data Document and the Budget Document.**   For the purposes of the Program Review, both departments and programs will be referred to as "program."

I. Description and mission of the program. Provide a brief description of the program including any services provided and the program's mission.

The Athletics Department is an integral part of the Physical Education Division. The department's mission is to provide an athletic program that helps develop the whole person (mind and body) through education and competition. Athletics contributes to discipline, integrity, leadership, life skills, social responsibility, sportsmanship, and teamwork. Athletics promotes ethnic and cultural diversity.

The athletic program improves campus life, which is a foundation for student success. According to Myles Brand, President of the NCAA and former President of Indiana University, "a student bond with the institution via clubs or sports contributes to academic success".

De Anza College Athletics program description:

- De Anza College Athletics is **NOW** arguably the largest Community College Athletics Program in Northern California. Having full rosters and quality teams is extremely positive for the college's reputation in the area and statewide.

- We offer 19 sports programs for men and women. Over **410** student-athletes compete on these teams. We offer nine men's sports and ten women's sports. De Anza has the largest number of female student-athletes in the history of the college.

- Approximately 60 coaches, staff, and administrators comprise the De Anza College Athletics Department: 15 head coaches, 36 assistant coaches, and 9 staff and administrators.

- According to Institutional Research, De Anza student-athletes have an average GPA of 3.22 during the past three years.

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- De Anza student-athletes have a persistence rate of 86% over a three-year period (vs 43.7% for full-time non student-athletes).

- De Anza student-athletes have been extremely successful in transferring to the university level. Some student-athletes have received both Athletic and Academic Scholarships.

- About four student-athletes per year achieve All-American status. All American status is the highest award for a competitive athlete, bringing prestige to the athlete, family, team and De Anza College.

- De Anza Athletics was the Coast Conference All Sports Champion 2007-08. This award is given to the most successful competitive athletics program in the 15 member Coast Conference.

II. Retention and growth.

A. How has the program responded to the institutional goal of increased access, growth and retention?

There has been an increase in growth due to an increase in access including recruiting and outreach. De Anza College now has about 410 student-athletes. This is an increase of about 150 student-athletes since 2003. These are recruited students from the area high schools who, on average, take about 16 units per quarter. Per the California State Athletics regulations, these students are full-time students year round. Another 150-200 students also attend De Anza because of athletics offerings, try out for our teams, and stay in school even if they don't make the teams.

According to Institutional Research, data from 2007-08 & 2008-09 shows the athletics retention rate is 96% in both of these school years and success rate is 97% and 96% respectively.

B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students?

Most of the De Anza Coaches recruit aggressively in East, South and central San Jose. The demographics of these areas include high concentrations of the De Anza College identified targeted populations of African ancestry, Latino/a, and Filipino/a students.

According to the Foothill and De Anza College researchers (see attached):

De Anza Full-Time Students Representation		De Anza **Student-Athletes** Representation	
African - Americans	*6.2%*	*African- Americans*	*13.5%*
Filipino/Pacific Islander	*5.8%*	*Filipino/Pacific Islander*	*3.6%*
Hispanics	*15.8%*	*Hispanics*	*29.2%*
Asian	*41.8%*	*Asian*	*19.3%*
White	*27.0%*	*White*	*30.8%*
Other	*3.4%*	*Other*	*3.5%*

De Anza Athletics has a higher percentage representation of the college identified targeted populations of African ancestry and Latino/groups as compared to the "regular" full-time student population.

De Anza Full-Time Students GPA		De Anza **Student-Athletes** GPA	
African – Americans	*2.53*	*African- Americans*	*3.04*
Asian	*3.07*	*Asian*	*3.28*
Filipino/Pacific Islander	*2.77*	*Filipino/Pacific Islander*	*3.19*
Hispanics	*2.64*	*Hispanics*	*3.11*
White	*2.96*	*White*	*3.21*

De Anza Student-Athletes also demonstrate higher GPA's for all groups as compared to the "regular" full-time student population.

III. Student equity. In what ways has the program worked towards decreasing the student Equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

Equity gaps persist for several racial/ethnic groups. However, the data suggests student-athletes' success is consistently higher than non student athletes. The college and the division will continue to address this issue.

IV. Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention). Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives have the program addressed and in what ways?

Matt Trosper, Academic Advisor, addresses individualized attention for retention by meeting one on one with student-athletes year-round to create and review their Education Plans. Additionally, Matt provides general information in the PE 99 Orientation To Athletics course. Matt also provides referrals and interventions to student-athletes who are targeted as needing assistance. These referrals are made to Counseling, Financial Aid, Tutoring, and the Educational Diagnostic Center, as well as other campus and community entities. The tools used to determine these referrals or interventions are: mid-quarter progress reports, end of the quarter grades, and during advising sessions.

De Anza College Athletics is committed to being a leader for Title IX at the community college level in equal access to the program. The number of female athletes competing at De Anza is among the highest in Northern California (based upon CCCAA statistics). Women's Badminton has been added for 2009. Currently there is exploration of adding women's golf.

Additionally, Kulwant is serving on the Cost-Containment Sub-Committee of the Management Council of the California Community College Athletics Association (CCCAA). This committee is looking at all athletics statewide and will make recommendations in areas where there can be a cost savings, especially during this time of budget crisis. For example, percentage reduction of

contests for all sports for all colleges in California, creating a net savings in referees, gasoline, transportation, etc.

V. Budget limitations. (Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

Athletics "B Budget" pays for assistant coaches, coaches' travel, dues & memberships, gasoline, referees (officials), and supplies. "B" Budgets have decreased over the years while at the same time costs have increased in areas including gasoline, referees, and number of student-athletes. As previously mentioned, we are at an all-time high as far as student-athlete participants. There is a need to increase the Athletics "B" Budget to about $180,000 per year. There is currently a shortfall of about $90,000

Lottery money has helped a tremendous amount. The DASB pays for lodging, meals, and tournament fees for the student-athletes only (not for coaches or staff). Athletics fundraising currently pays for any shortfall in the budget allocation.

There is a desperate need for new athletics transportation. The district needs to purchase vans plus at least one more mini-bus. Mini-Bus #187 has been retired. Athletics is currently renting vans for $20,000-25,000 per year.

B. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

If all of the athletics programs were eliminated, the consequence to the students, the college, and the community would be devastating. The College would lose approximately 12,200 WSCH annually **from athletics classes alone.** Since each student-athlete has to be enrolled full time every year, the overall WSCH loss would be much higher. Students would lose the opportunity to learn to work together to meet a common goal. The total college experience would be less if there were no athletic teams.

The decrease in the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students would be immediate and substantial. Some students who might not otherwise have attended college at all have found success and focus in school through athletics involvement. Decreasing access to the college through the elimination of athletics would deprive targeted populations opportunities for advancement.

There would also be numerous athletic scholarship opportunities lost due to the elimination of programs. Approximately 30 DeAnza student-athletes receive some form of scholarship annually. Athletics involvement is the key to many DeAnza students' continuing academic and eventual professional success.

VI. Assessment of program. What evaluation and/or assessment practices are in place to support the program's accomplishments and findings?

Most of our teams have information about student-athlete transfers, championships, and accomplishments on their teams' college websites. Many of our teams have a flyer or brochure that highlights accomplishments. The Athletics Department also has banners that show the De Anza accomplishment history.

Matt Trosper, Academic Advisor, keeps data regarding program numbers, gender, ethnicity, retention, transfers, GPA, success etc. This information is disseminated to coaches, staff, administration, and at times the FHDA Board.

VII. Additional comments. What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

• **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

All athletics facilities are shared with Physical Education and a few with Creative Arts and Adapted Physical Education. Shared facilities eliminate slack resources, provide cost efficiencies in maintenance, and allow more students access to the facilities. Most of the Athletics faculty also teaches Physical Education classes, providing a group of highly-skilled and experienced instructors.

• **State and Federal mandates**. Describe any State or Federal mandates that directly impact the program.

De Anza College must continue to increase athletics opportunities for females. Women's Badminton has been added for 2009. These additions make De Anza in compliance with Title IX (Gender Equity) as far as **Equal access to the program** under Prong 2 - a continual expansion of athletic opportunities for the underrepresented sex.

De Anza College is not in compliance with the law based upon **Equal treatment once in the program** (13 areas):

- There is still inequity between the Women's and Men's Locker Room Attendant positions. A full-time Equipment Manager for the Women's Locker Room Attendant needs to be hired. There is a full-time Men's Locker Room Attendant.

- The Softball Field does not have covered dugouts, batting cages and storage. The baseball field does. The softball field does not have a college standard backstop.

- There is a shortage of team rooms for the Women's sports.

There are minimum sport association, conference, or state standards that pertain to facilities with which we are not currently in compliance. For example, tracks need to be metric, scoreboards are required for certain sports, etc.

•**Trends (may include but not be limited to enrollment trends).** Describe any positive and/or negative trends in the program.

The data indicates Athletics Department numbers are robust. We have more student-athletes than ever before in the history of the college. There are more female student-athletes at De Anza than ever before in the history of the college. Retention, Transfer and GPA are strong. See attachment.

The majority of the coaching staff is now recruiting in the local community again. This has resulted in an increase of student-athletes on our teams. Many prospective student-athletes contact the coaches via the De Anza web pages and the prospective student-athlete links. This has contributed to the increase in numbers. Coaches have been highly visible at on-campus recruiting events that have also contributed to an increase in numbers e.g. International Students Orientation, Latino/a Students Orientation, New Student and Parent Orientation, etc.

Comparable programs at other institutions. Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

I have a lot a data from the Athletic Directors Association and the COA/CCCAA. For example, numbers of student-athlete participants, sports offerings, staffing, salaries, budget info, etc. Contact me for more information.

VIII.   Program strengths/areas for improvement.

A. Provide a summary of the program's main strengths.

- De Anza College Athletics is **NOW** arguably the largest Community College Athletics Program in Northern California. Having full rosters and quality teams is extremely positive for the college's reputation in the area and statewide..

- We offer 19 sports programs for men and women. Over **410** student-athletes compete on these teams. We offer nine men's sports and ten women's sports. De Anza has the largest number of female student-athletes in the history of the college.

- Approximately 60 coaches, staff, and administrators comprise the De Anza College Athletics Department: 15 head coaches, 36 assistant coaches, and 9 staff and administrators.

- According to Institutional Research, De Anza student-athletes have an average GPA of 3.22 during the past three years.

- De Anza student-athletes have a persistence rate of 86% over a three-year period (vs 43.7% for full-time non student-athletes).

- De Anza student-athletes have been extremely successful in transferring to the university level. Some student-athletes have received both Athletic and Academic Scholarships.

- About four student-athletes per year achieve All-American status. All American status is the highest award for a competitive athlete, bringing prestige to the athlete, family, team and De Anza College.

- De Anza Athletics was the Coast Conference All Sports Champion 2007-08. This award is given to the most successful competitive athletics program in the 15 member Coast Conference.

B. Provide a summary of the program's main areas for improvement.

1	Faculty Positions- Only **seven** out of **nineteen** athletics programs have a full-time head coach. (Coleen Lee-Wheat is retiring from Women's Tennis. She was originally hired for 100% Physical Education). The lack of full-timers coaching is an obvious problem. The following will address access, growth, and retention. This is not in rank order after the first two positions.

    1. Full-time Aquatics Teams Head Coach/Physical Education Instructor
    2. Full-time MW Track & Field/Cross Country Head Coach/Physical Education
    3. Full-time Men's Soccer Team Head Coach/Physical Education Instructor
    4. Full-time MW Tennis Head Coach/Physical Education Instructor
    5. Full-time Football Team Assistant Coach/Physical Education Instructor

2	De Anza College is not in compliance with the second part of the Title IX law based upon **Equal treatment once in the program** (13 areas). There is still inequity between the locker room attendants' positions. A full-time Equipment Manager/Women's Locker Room Attendant needs to be hired. The Softball Field does not have covered dugouts, batting cages, and storage while the baseball field does. There is a shortage of team rooms for the Women's sports

3	The Athletic Academic Advisor's position needs to increase to 12 months serving student-athletics in the Athletics Department. Currently this person works in the counseling department during the month of July.

    July is an important time for retaining/advising our student-athletes. During this time, grades become final for the spring quarter, registration takes place for the Fall quarter, and orientations (Counseling 100) are held for incoming student-athletes. The Athletic Academic Advisor is needed at this time to get spring quarter grades to coaches in a timely manner, determine which student-athletes need assistance based on spring quarter grades, be available to continuing student-athletes in their educational planning, and to assist in the advising of incoming student-athletes during their orientation.

4	The athletics facilities at De Anza need improvement. There is data to support:

    - The track has been unusable for home meets for the past 8 years.
    - The football facility is antiquated.

- The baseball facility needs to be renovated and the softball field finished.
- The softball field does not have a college standard backstop. It needs replacement.
- The main gym is outdated and impacted with classes, athletics and community. A new facility in needed in order to continue to show success and attract student-athletes.

5   Additional help for the training room is needed. The increase in the numbers of student-athletes participating on the teams has resulted in a corresponding increase in student-athletes needing training room time.

6   There is a need for additional transportation as previously discussed.

7   The Athletics program could be improved with the addition of a Sports Information Director (SID). Many Colleges our size have an SID who sends information to the print and broadcasting media. This information would put the program in front of the public to show how successful our athletes are and help to attract even more students to our programs and to our college.

IX.   Suggestions for campus-wide change.

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

During budget cut discussions, the topic of Athletics consolidation always comes up. Consolidation for Athletics will not work. Students attend De Anza or Foothill based upon quality of program, program offerings, or geographic location.

Foothill students will not attend De Anza if programs are dropped (consolidated) at Foothill. Past experience shows these students will go to College of San Mateo. De Anza students will not go to Foothill if programs are consolidated at De Anza. They will go to West Valley College, San Jose City College and even Evergreen Valley College. We will especially lose the Hispanic student-athletes that live in East, South, and Central San Jose. This change would have an adverse affect on the college's goals of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students.

B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

I don't have any specific ideas for cost savings. However, the whole process of how budgets are created needs to be overhauled. It does not make sense for certain programs like athletics to be "augmented" every year from a variety of resources. Budgets should be created based upon projected costs or actual costs and sources of funding should be consistent and predictable.

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PROGRAM REVIEW
BUDGET TEMPLATE
2008-2011

Division: Physical Education   Department:Athletics

Budget Sources		$ Amount Allocated 2007-08	$ Amount Allocated 2008-09
"B" Budget		$88,426.00	$88,426.00
"B" Budget Augmentation		$93,298.00	$50,505.00
Lottery Materials		$43,600.00	$43,600.00
Grant Funding			
DASB		$60,500.00	$60,500.00
Foundation (charitable donations)			
Other - Fundraising (camps, clinics, tournaments, etc)		$60,000.00	$60,000.00
*			
*			
*			
*			
Personnel Expenses	# of FTEF	$ Amount Actual 2007-08	$ Amount Projected 2008-09
FT faculty (use average cost of $85,000 per FTEF)	**3.9948**	$339,558.00	$339,558.00
PT faculty (use average cost of $60,000 per FTEF)	3.6189	$217,134.00	$217,134.00
Classified professionals (use average cost of $55,000 per FTEF)	5	$275,000.00	$275,000.00
Hourly employees (use total est. cost)			
"B" Budget personnel and benefits expenses not covered under "A" Budget - TEAs, student employees, add'l released time, etc. (use total est. cost)			

Additional Resources Needed

Item	Purpose	Cost of Request
New Track	Track now unuseable	Measure C
New artificial football surface	Lower maintenance, more use	Measure C
Rennovation of stadium	Better seating, lights and cricket	Measure C
5 full time coaches/PE teachers	Replace lost positions	$425,000
2 classified - trainer, 1/2womens facilities and equipment, 1/2 SID	Understaffed for program of this size	$110,000
7 12 passenger vans	Reduce rental costs, improve travel	$175,000
Rennovate baseball and finish softball	Improve playing surface and spectato	Measure C
Academic advisor position to 12 months	12th month needed due to team start	Reassign from Counsel
New Pavillion with team rooms and additional classrooms	No room for new programs or classes	New Bond

APPROVED BY IPBT 01-27-09

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De Anza College Career Center
Program Review

Compiled by Cindy Lister, Career Center Coordinator
February 2009

Description and Mission of the Program

The De Anza College Career Center provides resources and services to individuals engaged in career exploration and employment search activities. The Career Center serves both students and community members. Visitors to the Career Center have access to a reference library, educational and occupational databases, self-assessment tools, career counseling services, workshops, job and internship listings, volunteer postings, apprenticeship information, individualized job search consultation, semi-annual job fairs, and a wide array of office technology to assist in the job search process. In keeping with the De Anza College mission statement, the Career Center assists students in the formation of educational and career goals as well as aids them in the search for employment so that they are able to become productive, contributing members of our community. Moreover, the Career Center provides students with up-to-date information on the employment environment so that they are prepared for the diverse and changing world which awaits them beyond the College boundaries. This function is especially important during periods of economic downturn such as we are currently experiencing. During unstable times, the Career Center plays an increasingly vital role in assisting students to navigate amid a climate of occupational uncertainty as will be discussed in this report.

Access, Growth and Retention

The Career Center is committed to the institutional goal of increased access, growth and retention. In terms of **access**, the resources and services of the Career Center are available to all students at De Anza College. Data will be provided and analyzed in the subsequent "Student Equity" section of this report pertaining to the use of the Career Center by students of varying backgrounds including those of African, Asian, Latino/a, and Filipino/a ancestry as well as students receiving disability services. As will be discussed, the Career Center has had much success in attracting students from groups that have traditionally been underrepresented in higher education. With respect to **growth**, the Career Center is open to the public, and approximately 5% of our visitors are non-students who come to campus primarily to view our wide selection of job listings. By providing a service which non-students deem important enough to venture to campus to obtain, we are taking an important first step in cultivating a relationship between De Anza College and individuals who represent a pool of potential students. The same can be said for our semi-annual Job Fairs which draw hundreds of non-students to our campus in the Spring and Fall. Also, we maintain a listserv with approximately 1200 members, a large number of whom are non-students. In addition to e-mailing weekly job listings to these individuals which encourage them to come to campus to view our full

spectrum of job listings, we also use this as a forum during registration periods to suggest to the listserv members that they register for classes at De Anza College. When we do this we include a link to the course schedule on the De Anza College website so members are easily able to access the College's class listings.

With respect to **retention**, the Career Center resources and services positively impact student retention in several ways. First, students utilizing the Career Center are able to access resources geared toward helping them clarify their academic goals. Research shows that students with clear academic goals are more inclined to stay in school than those without clear goals. Likewise, students with defined career goals are more likely to remain in school than those without established career goals. The Career Center provides students with resources and services to clarify their occupational goals and thus provides them with the ability to envision the link between school and work, a factor which positively impacts college retention. Likewise, the Career Center is the contact point on campus for internship information. Taking part in internships enables students to apply the concepts they are learning in school to real-world work environments and further increases the school-to-work connection which benefits retention.

Moreover, the Career Center provides information, via the EUREKA and DISCOVER databases, for transfer-bound students in the process of investigating college majors and choosing among colleges. This information assists them in clarifying their transfer objectives and envisioning how completing their community college coursework at De Anza College will benefit their transfer plans. Also, the extensive job search resources and services available in the Career Center provide students with avenues to employment so that they can meet their financial obligations while remaining in school. This too has a beneficial impact on student retention. Our semi-annual Job Fairs similarly serve this purpose. For example, employers attending our Spring and Fall Job Fairs during 2008 were surveyed and reported that they were planning to fill approximately 286 positions with De Anza College students.

Student Equity

During 2008, the Career Center had 8821 visitors. This number represents all visitors to the Center (both students and non-students). Of these visitors, 6988 were students who signed into the Career Center on the SARSTrak system. The remaining 1833 visitors were individuals who signed into the Career Center via a paper tracking system. The paper tracking system is used for non-students, students whose identification numbers do not work in the SARSTrak system and students visiting in large classes. These visiting classes have, until now, generally been recorded on the paper sign-in log as a group due to the lengthy time factor inherent in having each class member sign in on our single SARSTrak computer. As of January 2009, however, we have changed this process and our staff now logs each class visitor into the SARSTrak system individually so that our electronic data more closely reflects the actual number of visitors we serve.

The Career Center strives to provide barrier-free service across lines of gender, ethnicity and disability to all students of De Anza College. The demographic data in the table that follows was collected via the SARSTrak system and shows that the Career Center is

utilized by a diverse mix of students. As a comparison, the table also provides
demographic data for De Anza College as a whole.

**Ethnicity, Gender and Disability Services Data for Students
Served by the Career Center and by De Anza College
Winter, Spring, Fall 2008**

Ethnicity	Career Center	De Anza College
African American	7%	4%
Asian	42%	39%
Filipino	6%	5%
Latino/a	16%	14%
White	18%	26%
All Other Groups	11%	12%
Gender	Career Center	De Anza College
Female	55%	52%
Male	45%	48%
Disability Services (Receiving DSPS)	Career Center	De Anza College
	6%	4%

A comparison of the these two sets of data shows that the students visiting the Career
Center are, in many ways, a reflection of the general student population at De Anza
College. Nevertheless, there are some differences between these two sets of data. One of
the main differences is that a smaller percentage of white students visited the Career
Center compared to the percentage of white students at De Anza College (18% versus
26%). Another difference is that a larger percentage of Asian students visited the Career
Center compared to the percentage of Asian students at the College (42% versus 39%).
The same can also be said for African American students (7% versus 4%), Latino/a
students (16% versus 14%) and Filipino students (6% versus 5%). As far as gender is
concerned, the data shows that the Career Center is utilized by a larger percentage of
females compared to the number of females at the College (55% versus 52%). The
reverse is true for males (45% versus 48%). Also, a slightly larger percentage of Career
Center visitors receive Disability Services than are represented in the student body as a
whole (6% versus 4%). In all, this data indicates that the Career Center is utilized by a
highly diverse mix of students at De Anza College, a blend even more diverse than the
College as a whole. The Career Center is very proud of its successful ability to attract
students from groups that have traditionally been underrepresented in higher education.

When students visit the Career Center, it is the goal of the Career Center staff to provide assistance leading to the successful formulation and achievement of educational and occupational goals by all students irrespective of gender, ethnicity or disability status. Toward this end, the Career Center has a multi-lingual staff, foreign language materials, reference materials addressing special populations, access to sign language interpreters, and a variety of adaptive computer software and hardware. It is the policy of the Career Center that each visitor has equal access to the resources and services provided in the Career Center.

Strategic Planning Initiatives

The Career Center performs many activities in support of the College's Strategic Planning Initiatives. In the realm of **Community Collaborations**, the Career Center develops and maintains positive working relationships with local employers by offering services such as job and internship posting (in both binder and online formats), on-campus recruiting opportunities and semi-annual Job Fairs. We also maintain connections with local agencies providing employment-related services as well as links with colleagues offering career development services at other academic institutions. With respect to **Outreach**, the use of our 1200-member job seeker listserv to support college recruiting efforts was discussed in the Retention and Growth section above. In addition to this, we regularly maintain a presence at Parent Nights, new student orientations, and a variety of other special events by staffing Career Center tables and providing Career Center tours.

Our activities in support of **Individualized Attention to Student Retention and Success** were largely covered previously in the "Access, Growth and Retention" section; however, we also assisted in the recruitment of peer advisors by posting job listings for the Summer Bridge/First Year Experience programs as well as provided Career Center tours for students enrolled in these programs to familiarize them with the breadth of our resources and services. In the realm of **Cultural Competence** we strive to educate not only our student population but also our staff and faculty on issues pertaining to career development and employment search. Our activities in this area include offering in-service training sessions, presenting workshops for PGA/PAA credit, giving presentations at Department/Division meetings, providing curriculum tips to faculty members for incorporating the Career Center resources and services into their lesson plans, and taking part in special events such as faculty training days.

Budget Limitations

For the 2008/09 academic year the Career Center received approximately $2000 in B Budget funding. This level of funding is far short of the amount necessary to support the on-going needs of the Career Center (i.e., office supplies, copier maintenance fees, career software licensing fees, reference library purchases, etc.). We applied for, and thankfully received, VTEA funding which has greatly assisted us in meeting our financial needs. Additionally, we have brought in revenue through our hosting of the Spring and Fall Job Fairs which has further assisted us in keeping our resources up-to-date and the Career

Center staffed with part-time student assistants during peek operating times. Without these auxiliary funding sources, however, we would not have been able to cover our necessary financial expenditures. While we do not expect to receive any increased funding during the coming year, we do hope that our budget will be maintained at least at the present level. This, combined with supplementation from our auxiliary funding sources, will enable us to continue offering our career development resources and services at this turbulent economic time when they are critically needed by our student population. The vital importance of the Career Center, especially during times of economic downturn, will be further addressed in the "Trends" section of this report.

Assessment of Program

As discussed previously in the "Student Equity" section, data is gathered via the SARSTrak system (augmented by a paper-based sign-in system primarily for non-students) to track Career Center usage. This provides us with quantitative information regarding how many students we serve and allows us to analyze shifts in usage patterns. For example, the Career Center usage in 2008 (8821 total visitors) was 20.7% more than in 2007 (when we had 7308 total visitors). Since the Career Center employs two classified staff members, the 2008 Career Center usage represents a staff-to-students-served ratio of one staff member per 4410 students. Beyond this quantitative information, the Career Center solicits qualitative feedback from students and staff on an on-going basis. The feedback received impacts the decisions made regarding program resources and services. While much of this feedback is verbal in nature, the Career Center staff has also conducted a formal, written survey since our last program review to determine visitors' satisfaction level with the resources and services offered at the Career Center and to solicit their recommendations for improvement. The results of this survey showed that 98% of respondents expressed satisfaction with the resources/services they utilized while in the Career Center. A complete summary of the results from this survey can be obtained by contacting the Career Center Coordinator.

In an effort to conduct on-going research with the aim of further improving our services, the Career Center staff also distributes surveys to the job seekers and the employers attending the Spring and Fall Job Fairs. The data gathered assists the staff in making improvements to subsequent Job Fairs. Written reports summarizing the survey data are compiled after each Job Fair and are available for viewing upon request. We are always particularly interested to note the number of students that employers intend to hire as a result of attending our Job Fairs. As stated previously in the "Retention and Growth" section of this report, employers attending the Spring and Fall 2008 Job Fairs reported that they were planning to fill approximately 286 positions with De Anza College students.

Relationship with Other Programs

The Career Center is an important support resource for many campus programs and departments including the Counseling department, the Student Success and Retention Services Center, the Cooperative Work Experience program, the Transfer Center, the Occupational Training Institute, the International Students program, the Disabled Student

Services department, the Staff and Organizational Development Department, the Student Activities Office, the Workforce Education program, the NASA/Ames Internship program, and numerous instructors who send their students to the Center to gather information for class projects and reports. The Career Center staff values the relationships it has cultivated with the other programs and departments on campus and looks forward to further opportunities for collaboration in the future.

Trends

The volume of visitors to the Career Center is impacted by local, state and national economic trends. When the economy suffers a downturn as it has during the past year, the Career Center becomes an even more integral and essential resource for the campus community and its surrounding citizens. While a portion of the previously mentioned 20.7% increase in the number of Career Center visitors between 2007 and 2008 can be attributed to heightened marketing efforts, a portion is no doubt also due to the economic downturn that occurred during this same time period. Over the course of the 12-month period ending in December 2008, the unemployment rate in Santa Clara County climbed from 4.9% to 7.8%. Many economic experts predict the unemployment rate will climb further throughout the course of the present year, perhaps to as high as 10%. Dramatic increases in the unemployment rate translate into more students and community members utilizing the Career Center for job search purposes. Likewise, many students and community members look to the Career Center during periods of economic instability for occupational exploration purposes as they maneuver through career transitions stemming from job reductions and lay-offs. Now, more than ever, the Career Center resources and services are vitally needed at De Anza College, and the Career Center staff very much hopes that any future budget decisions will be made with the goal in mind of keeping this valuable program sufficiently funded.

Program Strengths/Areas for Improvement

The overriding strength of the Career Center lies in its ability to offer a wide range of career development resources and services with only two primary staff members (three if our Counselor is included) and a shoestring B-budget of approximately $2000. Most colleges of our size employ significantly greater numbers of staff members in the Career Center, and yet, even with our skeleton crew and budget, we have been able to offer a robust assortment of resources and services to rival those institutions with far greater staffing and funding. Moreover, as the satisfaction survey discussed previously in the "Assessment of Program" section attests, an overwhelming majority of students (98%) express satisfaction with the assistance they receive in the Career Center.

That said, our program could be even stronger with increased staffing. Given the current economic climate, it is of course highly unlikely that we will be provided with additional staffing; however, were we to receive this at some point in the future, we could branch out in new ways. One of the prime ways we could continue to develop the program with additional staffing would be to engage in more extensive off-campus job development activities. With our current staffing of two classified individuals, the majority of our time

is needed on-campus managing and administering our program. Additional staffing could eventually be used to expand our reach farther off campus to develop increased employment connections and opportunities for our students. For now, we do have a large Job Fair database of employer contacts as well as a new Online Job Board that already has a database of hundreds of employer contacts after only a few months in operation. At a future point though, when the budget is more favorable, it would be advantageous to the college to consider hiring one or more Job Developers as has been done at other community colleges.

Suggestions for Campus-Wide Change

The Career Center operates on a system of communication and team-work. Using a collaborative process, we are able to provide a full array of career development resources and services to the De Anza College community despite operating with a very small staff and budget. We intend to assist the campus in facing the current monetary crisis by offering a similar mix of team-work and collaboration. We support the ideas put forth previously by the V.P. of Student Services to reduce the duplication of effort generated by programs on campus. While the resources and services offered by the Career Center are fairly unique in the sense that they are largely ones not offered elsewhere on campus, the Career Center staff is very interested in working with the various campus divisions, departments and programs to coordinate our services in a way that is as efficient and cost effective to the College as possible. Our goal is to reach as many students as we can with our program, and we are committed to doing so in a way that simultaneously assists the college to move in a more streamlined and efficient direction. The next few years do not appear easy, but we are prepared for the challenge and look forward to serving both our students and the College to best of our ability during these trying times.

Student Services
2008-09 Program Review
Instrument

Department or program: _Counseling Center
Name and title of preparer(s): _Vicky Moreno, Counseling Chair_____

In providing responses in the following areas, **please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

I. **Description and mission of the program.** Provide a brief description of the program including any services provided and the program's mission.

The Counseling and Advising Center serves enrolled students, prospective students, former students, faculty, staff, parents, and public agencies. It is the central and primary provider of the following services: new and continuing student counseling and advising, unofficial transcript evaluations, placement test interpretation, certificate, and degree applications, probation/disqualified student petitions and follow-up, exceeding maximum unit petitions, personal counseling, crisis counseling, career counseling, and other specialized counseling services such as university and job application preparation, time management and study skills workshops, petitions to the academic council, as well as liaison support to instructional divisions.

The Counseling Department's mission is to assist the student with decisions, which affect educational, vocational, and personal goals, and to provide appropriate support and instruction, which will enable the student to implement these decisions. The Counseling Department strives to accomplish this mission through a comprehensive range of services including individual counseling and advising sessions, group discussions on various topics such as college success, career planning, human sexuality, and stress management. Bilingual services in Spanish, Vietnamese, Mandarin, Tagalog and Cantonese are available.

II. **Retention and Growth.**

A. How has the program responded to the institutional goal of increased access, growth And retention?

The Counseling Center is the driving force in the institutions goals of increased access, growth and retention. It is the central and primary provider of academic counseling and advising, career counseling, personal counseling, and crisis intervention for the campus community. The Counseling Center has responded admirably considering drastic cuts in our operating budget. We continue to develop partnerships with local area feeder schools for outreach and recruitment and access for first time students through our orientation to college courses, as well as

Parents/Students Night. We additionally collaborate with instructional divisions to assist with retention efforts in the Math Performance Success (MPS), Sankofa Scholars, First Year Experience, Puente and Linc Programs and with the educationally disadvantaged student population. We continue to offer large numbers of Human Development and Counseling related courses, in an effort to provide more student access to some of the most popular courses offered at De Anza College. The Counseling Center is sensitive to the needs of a diverse student population, and supports the college's diversity efforts by providing direct services to our students participating in retention programs, International student population, and students with special educational needs.

The Counseling Center has developed an Early Alert program to identify, track and assist students with significant academic problems. A full time counselor has been assigned to work closely with this population. The Counseling Center has also developed and implemented probation strategies to address those students who are on Academic and/or Progress Probation. Depending on the severity of the level of probation, a series of interventions are performed by Counselors and Academic Advisors. The goal is to introduce the student to support services that will provide the necessary support and guidance to all student populations, with special attention given to under served and underrepresented students. Referrals to SSRS (Student Success and Retention Services), Puente, Sankofa Scholars, MPS, and Financial Aid are common practice.

B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a, Students with Disabilities?

As per the mission of the Counseling and Advising Center, it is our goal to assist African Ancestry, Latino/a, and Filipino/a students to achieve their goals whether it be educational, vocational, or personal. The counseling staff is aware of the unique and important factors affecting achievement in how students engage in the teaching and learning environment. Counseling and Advising has a responsibility to provide support and instruction to assist students in realizing their goals. Cultural Competence is a primary intervention that when utilized can positively impact the achievement of the targeted populations. Counselors and Advisors with specific skills in a second language and or training are assigned to work closely with these student populations.

III. **Student equity.** In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

The principal function of the Counseling and Advising Center is to assist students in preparing and executing a program of study that is suited to the student's interest, potential, and motivation. We strive to provide accurate information in the development of Educational Plans. We are sensitive to the needs of a diverse student population, maintaining an open and flexible approach in responding to the concerns and needs of under served and underrepresented students and other student groups. The Counseling and Advising Center supports the college's diversity efforts by offering direct services to students participating in campus wide retention and developmental programs. Due to lack of funding, the Counseling and Advising Center has fallen

behind in it's achievements of meeting the goals of our Student Equity Plan. Some activities which have not been implemented due to the budget shortfall are: the development of workshops that support a multicultural student population and targets first generation students and their parents, new marketing strategies and tools to attract non-traditional students, and staff development training that addresses cultural perceptions of counseling services; interpersonal and cross cultural communication and counseling skills.

IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).** Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

The Counseling and Advising Center has embarked on a mission to provide Cultural Competency Training to all staff in the Counseling and Matriculation Division. A full day of in-service training was offered on May 22, 2008. Dr. Thomas Parham, past president of the Multicultural Counseling Association, was the Keynote Speaker. The full day in-service titled, "Managing Student Crises: The Necessity of Consultation and Collaboration in Addressing Student Needs", included topics in "Dimensions in Diversity", "What is Culture?", and "Building Blocks of Cultural Competence". The training inspired many and encouraged others to continue their education in this field of multicultural counseling. On September 20, 2008, a half day of Cultural Competency Training was also provided. Numerous activities were presented by several faculty and staff members, to bring awareness of the cultural differences and the affects of insensitivity to these differences may have on our students. Due to the lack of funds, the Counseling Center has been unable to provide more training from professionals in the field of Multicultural Counseling. As the number of De Anza students from diverse backgrounds continue to increase, we as a staff may not be adequately trained to handle the special needs of this very diverse student population. It is critical for our Counseling staff to continue to be trained and educated in order to better serve our student population. We will however, continue to utilize the resources and knowledge from our own Counseling Center staff.

V. **Budget limitations. (**Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if The program does not receive these resources?

The Counseling department has lost one full time counselor and will lose two additional counselors at the end of 08/09 academic year. This will have a direct impact on the number of students we can effectively serve. This may in turn affect the number of Counseling 100, Orientation to College courses taught in the summer of 2009. With three fewer Counselors we may have to reduce the number of sections offered. With the increase in student enrollment and fewer Counselors serving students, the length of time students must wait to meet with Counselors and Advisors has increased. We have had to turn students away and asked them to return, either later in the day, or the following day. As a result of State funding, the number of freshman attending the UC's and CSU's will decrease, which means more high school graduates will be attending community colleges than in prior years. De Anza College will see a significant increase in enrollment as a result. If we are unable to replace our three counselors and continue

to increase our counselor/advisor student ratio, students will have an even greater challenge in meeting with a Counselor or Academic Advisor. The number of Human Development and Orientation to College courses will also be affected by not replacing and increasing our Counseling Faculty. With the economy in a serious crisis and State funding shortfalls, we are headed in a new direction that is unfamiliar and uncertain. It is imperative that we maintain the integrity of the Counseling and Advising staff and augment funding to support the increase in student enrollment and the needs associated with these students.

      B. Identify any other implications affecting your program: e.g. technology, staff, Facilities.

Funding for in-services and training has been suspended. This in turn, has reduced the quality and quantity of professional development activities for faculty and staff. Because of the diversity of our student population, it is imperative that we continue to provide training for our faculty and staff, to better serve our diverse student population.

      C. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

    VI. **Assessment of program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).

The Counseling Center provided services to 23,742 students for the 2007/2008 Academic Year (Data provided by SARS). The largest number of students served by Counselors and Advisors was for course selection, educational planning, AA/AS Degrees and Certificates, general education requirements, transfer and major requirements. Counselors and Advisors were available for appointments, drop in, e-mail, telephone counseling and advising. Over 17,000 students took advantage of our drop in counseling services. Counselors provided Personal Counseling to students in crisis and students in need of counseling and guidance. Counselors also assisted students requesting Veteran Educational Plans, Financial Aid Extensions, Probation and Career Counseling (Data provided by SARS). In addition to student contacts in General Counseling, Counselors provided counseling and advising services to programs such as the Enable Math Program and the LinC Program. Counselors interpreted College Student Inventory (CSI's) along with individual follow up counseling and advising appointments for the Enable Math Program, 1409 students were served. For the LinC Program, Counselors presented workshops on Note Taking, Test Taking and College/Transfer information, as well as follow up individual appointments, a total of 889 students were served. In addition to Enable Math and the LinC programs, Counselors provided services to the Math Performance Success Program as well. The program included 6 sections of MPS courses for a total of 396 students. Of those enrolled in the courses an additional 288 students were seen individually for counseling and advising.

    VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

Always of concern is State Funding and how this impacts the work we as Counselors and Advisors do. We need to be cognizant of how the State Funding will impact not only De Anza College, but the CSU's and the UC's. The reduction in the number of students admitted to the two other educational systems has a direct correlation to the enrollment at De Anza College. We need to anticipate and be prepared for a large increase in student enrollment and the demand on counseling and advising services that will be necessary to meet student's needs. Also, due to the down turn in the economy those employees who have lost their jobs will return to the community college to continue their education or retrain for a different career.

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

- **State and Federal mandates**. What State or Federal mandates impact the work you do?

- **Trends.** Describe any positive and/or negative trends in the program.

- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

VIII. **Program strengths/areas for improvement.**

A. Provide a summary of the program's main strengths.

What lies at the core of the strength of the Counseling and Advising Center is our capacity to facilitate the ability for every student to enroll, participate, learn and succeed through individualized attention. The Counseling and Advising Center is aware of the comprehensive developmental education literature review conducted by the Research & Planning Group of the California Community Colleges. This review indicates that instructional and student support services that are highly integrated have successfully been meeting the request of several instructional entities in an attempt to implement culturally responsive teaching strategies and practices. This in turn creates successful programs characterized by counseling support that is accessible and integrated with academic courses which addresses the holistic development of all aspects of the student. Math Performance Success (MPS), The Puente Project, First Year Experience (FYE) and the Sankofa Scholars programs combine instructor, counselor, and tutorial support in expanded lab classes.

B. Provide a summary of the program's main areas for improvement.

The Counseling and Advising center needs to find more efficient ways to meet the counseling needs of our students. Counselors are seeing more and more students with mental health concerns and stress related issues due to the down turn in the economy, as well as the housing crisis. We need to reduce the time students have to wait to be seen by a Counselor or Advisor. Another area of improvement is the need for more training opportunities for Counselors and

Advisors. This is necessary in order for us to keep current on changes in various counseling and advising techniques and strategies which directly affects the retention and persistence of students and in particular our non-traditional students. This however has much to do with the lack of funding to pay for such training.

IX. **Suggestions for campus-wide change.**

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

The only changes suggested were programmatic changes within the organizational construct of the Counseling Center. These changes were simply implementing and streamlining services to efficiently serve the anticipated influx of students. This included but was not limited to comments of the implementation of quick service stations and defining "walk-in" and "drop-in" functions which are currently dictated by divisional MOU's.

B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

N/A

De Anza College Program Review   Guidance

Dimension	Actual			Projections		
	2005-06	**2006-07**	**2007-08**	**2008-09**	**2009-10**	**2010-11**
Enrollment/Grades (Fiscal Year)	679	565	506	511	516	521
WSCH (Fiscal Year)	1,567	1,202	1,077	1,088	1,099	1,110
Productivity (Fiscal Year)	275	231	207			
Retention % (Fiscal Year)	83%	77%	89%	90 %	91 %	92%
Success % (Fiscal Year)	70%	69%	77%	78%	79 %	80%
Classroom Teaching FTEF (Academic Yr)						
Full-time FTEF	1.45	1.55	1.47			
PT/Overload FTEF	0.44	0.18	0.27			
Total FTEF	1.90	1.73	1.73			
Percent Full-time	77%	90%	85%			
Reassigned FTEF	0.00	0.00	0.00			
Number of Sections (Fiscal Yr)	31	29	30			
% Not Vocational	100%	100%	100%			
% Not Transferable	100%	100%	100%			
% Not Degree Applicable	100%	100%	100%			
% Not Basic Skills	3%					

Projection Methodology

Enrollment and WSCH projections based on 1% annual increases from the last actual year. Retention and Success rate projections are one percentage point increases from the last actual year, unless the last actual year is greater than 90% in which case there is no change.

Success Rates, Fiscal Year 2007-08

Dimension	Distribution			Non-			Percent	Percent Non-	Percent
	Count	**Col %**		**Success**	**success**	**Withdraw**	**Success**	**success**	**Withdraw**
Ethnicity									
Asian	46	9		40	4	2	87	9	4
Black	66	13		42	12	12	64	18	18
Filipino	18	4		13	2	3	72	11	17
Hispanic	124	25		96	11	17	77	9	14
Native Am	7	1		6	1	0	86	14	0
Pac Islander	4	1		4	0	0	100	0	0
White	200	40		157	23	20	79	12	10
Other	8	2		6	2	0	75	25	0
Unrecorded	33	7		28	2	3	85	6	9
Total	**506**	**100**		**392**	**57**	**57**	**77**	**11**	**11**
Gender									
Female	253	50		198	29	26	78	11	10
Male	252	50		193	28	31	77	11	12
Unrecorded	1	0		1	0	0	100	0	0
Total	**506**	**100**		**392**	**57**	**57**	**77**	**11**	**11**
Age									
19 or less	118	23		89	15	14	75	13	12
20 - 24	152	30		114	20	18	75	13	12
25 - 29	57	11		44	4	9	77	7	16
30 - 34	27	5		21	2	4	78	7	15
35 - 39	58	11		44	7	7	76	12	12
40 - 49	67	13		57	9	1	85	13	1
50 +	27	5		23	0	4	85	0	15
Total	**506**	**100**		**392**	**57**	**57**	**77**	**11**	**11**

Definitions

Enrollment/Grades:
   Sum of end-of-term grade count including Ws.

WSCH:
   Sum of quarterly End-of-Term Weekly Student Contact Hours.

Retention %:
   Number of students receiving a successful or non-successful grade / total number of students receiving a grade.

Success %:
   Number of students receiving an A,B,C or CR grade / total number of students receiving a grade.

FTEF:
   Sum of teaching load factors for Fall, Winter, and Spring quarters by assignment type, excluding reassignments.

Productivity:
   Four-term total WSCH / four-term total FTEF, excluding reassignments.

Reassigned FTEF:
   Sum of load in 994, 995, 998, and 999 courses.

Distribution and Success by Targeted Group

Year/Demographic	Count	Col %	Success	Non-success	Withdraw	Percent Success	Percent Non-success	Percent Withdraw	Percent Retained
Fiscal Year 2007-08									
Targeted	208	41	151	25	32	73	12	15	85
Not Targeted	298	59	241	32	25	81	11	8	92
Total	**506**	**100**	**392**	**57**	**57**	**77**	**11**	**11**	**89**
Fiscal Year 2006-07									
Targeted	226	40	161	18	47	71	8	21	79
Not Targeted	339	60	228	29	82	67	9	24	76
Total	**565**	**100**	**389**	**47**	**129**	**69**	**8**	**23**	**77**
Fiscal Year 2005-06									
Targeted	274	40	195	32	47	71	12	17	83
Not Targeted	405	60	280	54	71	69	13	18	82
Total	**679**	**100**	**475**	**86**	**118**	**70**	**13**	**17**	**83**

Targeted groups = Hispanic, Black, Filipino

Distribution and Success by Ethnicity

Year/Demographic	Count	Col %	Success	Non-success	Withdraw	Percent Success	Percent Non-success	Percent Withdraw	Percent Retained
Fiscal Year 2007-08									
Asian	46	9	40	4	2	87	9	4	96
Black	66	13	42	12	12	64	18	18	82
Filipino	18	4	13	2	3	72	11	17	83
Hispanic	124	25	96	11	17	77	9	14	86
Native Am	7	1	6	1	0	86	14	0	100
Pac Islander	4	1	4	0	0	100	0	0	100
White	200	40	157	23	20	79	12	10	90
Other	8	2	6	2	0	75	25	0	100
Unrecorded	33	7	28	2	3	85	6	9	91
Total	**506**	**100**	**392**	**57**	**57**	**77**	**11**	**11**	**89**
Fiscal Year 2006-07									
Asian	69	12	46	7	16	67	10	23	77
Black	61	11	44	4	13	72	7	21	79
Filipino	24	4	16	1	7	67	4	29	71
Hispanic	141	25	101	13	27	72	9	19	81
Native Am	16	3	13	2	1	81	13	6	94
Pac Islande	17	3	7	0	10	41	0	59	41
White	163	29	115	17	31	71	10	19	81
Other	16	3	10	1	5	63	6	31	69
Unrecorded	58	10	37	2	19	64	3	33	67
Total	**565**	**100**	**389**	**47**	**129**	**69**	**8**	**23**	**77**
Fiscal Year 2005-06									
Asian	50	7	40	1	9	80	2	18	82
Black	80	12	50	14	16	63	18	20	80
Filipino	33	5	26	4	3	79	12	9	91
Hispanic	161	24	119	14	28	74	9	17	83
Native Am	21	3	5	6	10	24	29	48	52
Pac Islande	5	1	1	2	2	20	40	40	60
White	259	38	180	38	41	69	15	16	84
Other	6	1	5	0	1	83	0	17	83
Unrecorded	64	9	49	7	8	77	11	13	88
Total	**679**	**100**	**475**	**86**	**118**	**70**	**13**	**17**	**83**

Student Services
2008-09 Program Review
Instrument

Department or program: <u>Disability Support Services</u>

Name and title of preparer(s): <u>Kevin Glapion, Executive Head</u>

In providing responses in the following areas, **please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

I. **Description and mission of the program.** Provide a brief description of the program including any services provided and the program's mission.

The mission of the DSS department is to provide educational access to students with disabilities. DSS, and the SPED programs, provides comprehensive services in supporting the mission of the district- and providing equal opportunity for students with disabilities.

The DSS program provides services to the individual as well as institutional support to uphold students' legal right to a post secondary educational opportunity at our institution. Although the institution generally has the responsibility, as a whole, to meet the mandates of the law and education code requirements, the program performs an advisory role. To ensure representation throughout campus, members of the staff sit on Academic & Classified Senate, Technology Task Force, IPBT, Course Management Systems Committee, Student Services Council, SSBPT, Curriculum Committee, Facilities Team, and the Graduation Committee- among others.

We are the primary point of contact for students or staff, who have barriers or other ADA complaints. Ensuring curriculum access involves both proactively educating faculty about roles and responsibilities, and working with individual students to provide classroom accommodations. Additionally, we continue to monitor the use of electronic technology across campus, from institutional websites to on-line instruction, as it relates to compliance with the law, especially Section 508 of the Rehabilitation Act. With EDC, we offer workshops and individual consultation on "Universal Instructional Design" concepts whose intent is to reduce the need for specialized accommodation, but which also results broadly in a much more effective and flexible pedagogy for all students.

Programmatically, we are the first point of contact for students who have disability needs on campus, and we offer a one-stop institutional hub to ensure a smooth entrance, progress through, and transition from our system.

Direct Service includes:
        Development of Student Education Plans, as specified by Title V

Assesses, implements and monitors mandated educational
accommodations/curriculum adaptation

Course and major advising,
Disability Management Counseling
Monitors at risk and probation students and plans interventions

Consults with instructional staff and faculty

- Quarterly start to finish priority registration w/ in DSS
- Basic financial aid assistance & liaison, including determining BOGG
  eligibility (A&B) and collecting documentation
- Determination of academic accommodations; their coordination
  and provision
- Coordination of the Student Note taking Program
- Shuttle, mobility, and escort service
- Provision of sign language interpretation and real time captioning
- Out of Class Test accommodations
- Translation of curricular materials into alternate media format and
  captioned video
- Alternate seating arrangements, and other specialized equipment
- Disability parking permits
- Consultation with faculty on appropriate individual academic
  adjustments
- Open Computer Lab with broad array of computer adaptations
- Events to promote self-advocacy, celebration of diversity and personal
  development such as holiday open houses, scholarship
  workshops, field trips to universities, graduation celebrations

Indirect Services include:
- Coordination of Department of Rehabilitation and other 3rd party vendor
  payees.
- Collection, analysis, verification and reporting of data elements for the
  State Handicapped student report for the entire SPED Division
- On-going captioning of all video materials available for student use.
- On-going captioning captioning of broadcast courses.
- College registration support for HOPE-De Anza, Middle College, College
  Advantage.
- Administering the Schoettler Book Scholarship Program for the District Schoettler
  Foundation.

Classes include:
American Sign Language—3 quarter sequence
Assistive Computer Technology-- individual, classroom, and lab instruction

We serve approximately ___ students for general services, counseling, registration and
accommodation. Specific service usage, excluding counseling and advising, for Fall quarter,
2008:

Test Accommodations:	1,500 individual tests
Mobility Asst:	1375 trips

<pre>
        Interpreting/Captioning: 2000 classroom hours
        Alternative Media: 150 books & classroom materials
        Captioned Videos: 150 hours
        Transcript Editing   200 hours
        Live Broadcast Captioning   100 hours
        New Students: 80 full intakes
        CAL Lab Usage: 1, 175 Student Hours
        In house Registration Inputs: 1,200
        In house Add/Drop Inputs: 400
        Book Scholarship Awards   100
        Student Note taker Contracts 35
</pre>

II. **Retention and growth.**

    A. How has the program responded to the institutional goal of increased access, growth and retention?

Retention is intrinsically associated to access for our students; DSS services must mitigate the impact of disability in an educational setting and help form the foundation on which students participate and ultimately succeed at the central learning tasks of the institution. Services/accommodations are often indispensable to retention and perseverance.

Access is regarded as physical, pedagogical, and programmatic. We therefore concern ourselves with issues as broad and overarching as a physical plan barrier removal, institutional climate and receptivity, potential bureaucratic obstacles, and electronic information access, among others. Although the institution generally has the responsibility as a whole to meet the mandates of the law and education code requirements, the program performs as advisory and sometimes monitoring role. To disability access issues are considered throughout the campus, members of the staff sit on Academic and Classified Senate, Technology Task Force, IPPT, Course Management Systems Committee, Student Service Council, SSPBT, Curriculum, Facilities, and Graduation.

    B. How has the program responded to the institutional goal of increased access, growth and retention <u>specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a, Students with Disabilities</u>?

Refer to the attached Institutional Research data indicating the representation, retention, and success of targeted and non targeted groups for the Sign Language and SPED courses.

III. **Student equity.** In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

DSS along with other SPED programs is a core campus equity program. Though our focus is on issues of disability, we are also interested in ensuring that cultural, ethnic barriers are minimized. We have seen the broader acceptance in recent years of disability services

by previously under-served groups. Further, the SPED and the DSS department have been strong voices in advocating for disabled students to be considered a targeted, underserved group, as it relates to the college's strategic planning and initiatives.

IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).** Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

We participate in the Outreach efforts of the college as a whole, in order that prospective feeder schools have contacts and information for their special education students. In addition, we hold regularly scheduled Information Meetings 11 times yearly and do targeted outreach by regularly presenting at local Special Education high school transition events and hosting campus tours. Presently, the department outreach capabilities are being improved with the overhaul of the Division website, Disability Information Student Handbook, the DSS Faculty Resource Guide, and the creation of a new brochure- which will serve as great resources to students, faculty, the institution, as a whole, and the community.

The DSS staff serves on outside Advisory Boards for SJSU's Disability Resource Center, Sensory Access Foundation, and Transaccess. Additionally, each student receiving services in the DSS program is reviewed yearly for goal objective and progress is obtained quarterly for students enrolled in mainstream academic courses. Selected students are monitored mid-quarter for progress problems.

V. **Budget limitations. (**Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

Reduction in funding directly impacts student access, retention, success, and quality of services. Additional, impacts on funding are presented below in the response to part C.

B. Identify any other implications affecting your program: e.g. technology, staff, Facilities.

Technology

Technology needs are current not being met with the present need for following captioning equipment:

Captioning Hardware (VCR/DVD/ Television/ Converter)= $9,000.00
Video Captioning Software- $7000.00
Laptops for Remote Captioning- 3 @ $1, 750= $5250.00

Staffing
Deaf Services

Presently, the capacity to serve deaf and hard hearing students has been an ongoing challenge, due to the difficulty in filling 2 vacant interpreter positions and 1 vacant captioner position.

Computer Access Lab

Further, the capacity of the CAL Assistive Technology Instructor to serve as the 508 technology officer and perform his instructional responsibilities (individual, group, and open lab in the Computer Access Lab) has been a challenge with the "defunding" of the CAL Instructional Associate position (during budget crisis, in the 2002-03 academic year) - in that he has to assume classified functions of the IA. Additionally, per Title V regulations any WSCH generating course/ lab will need an instructor or instructional associate, which meets the minimum qualifications; presently the CAL lab has a part-time, hourly IA (working 12 hours per week) - who happens to meet the minimum qualifications of a certificated Assistive Technology faculty member and had been able to provide the necessary lab coverage; however, should this IA leave this would present additional challenges.

The DSS department would be able to better address CAL instructional responsibilities and the ongoing 508 compliance issues with the reinstatement of CAL Instructional Associate position, which was "defunded" during the past fiscal crisis.

Facilities
Test Accommodation
Accommodating classroom testing continues to be a challenge with the reduction in testing space- since the fall 2005 move from Seminar Building to the SCS Building. Available spaces for testing accommodations have been reduced from 16 spaces (in the Seminar Building) to the present 4 space in the SCS Building.

Deaf Services
Presently, the Deaf Services program lack adequate office space to house interpreters and captioners. Two additional offices spaces are need; currently, one captioner is sharing office space with two other staff interpreters, and, currently, there is no available office space for the third captioner position to be hired.   A captioning office set-up requires extensive hardware (television monitors, transcription equipment, and recording and playback equipment), which takes up considerable space, and due to the listening and manual transcribing responsibilities entailed in captioning/ editing, this position necessitates a private office.

> C. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

The DSS program and the Special Education Division, as a whole, support learning environments, which provide equal opportunity for individuals with disabilities. Without these programs, the number of students with disabilities and their achievements would dramatically decline.

The following consequences would most likely manifest if the DSS program was eliminated:

- Numbers of students with disabilities enrolled would drop dramatically.
- Persistence of students with disabilities would drop dramatically.
- College would most likely incur discrimination complaints, OCR reviews, and ADA legal actions.
- *Adapted Physical Education would need to absorb the processing of all new students to their program.*
- Instructors would be required to provide accommodations in their classroom, make determinations regarding legal access issues and assist students without the benefit of consultation or support services.
- College would lose *substantial* income generated by the mainstream WSCH of students with disabilities, the excess cost funds generated by Title 5 categorical funding, and WSCH generated by 11 sections of sign language annually, as well as WSCH in SPED courses.

VI. **Assessment of program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).

Statewide statistics indicate that DSP&S students complete courses at a slightly higher rate than non-disabled. Typically, between 100 & 120 students complete degree, certificate and transfer requirements each spring, demonstrating the success of the DSPS program and the laudable efforts of many students to overcome the limitations of their disability to succeed.

VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

We are a comprehensive program that complements other services on campus, but we are cautious regarding duplication. Many of our services are absolutely unique *in the college* and are not provided in any way elsewhere—such as alternate media service, sign language interpreting, etc. While some services may appear to be similar (test accommodation and instructional testing, for example), our focus is always on the legally mandated and/or educationally required disability accommodation component.

We utilize and work collaboratively with many campus entities. In each case, we contribute and perform some unique functions, specific to our program and student needs, while coordinating closely with to ensure a seamless and efficient service. In other words, we may, in fact, perform some functions internally and refer out or coordinate with another ancillary program for others. (An example is that due to our familiarity with our students and the "one stop" concept for students with disabilities, we collect and document BOGG A and B's internally, and then send them to Financial Aid Office for processing and posting.) The primary service programs with whom we coordinate and complement services are:

- Financial Aid (for BOGG certification, FAFSA applications scholarships)

- Counseling/Matriculation (for educational planning, counseling in-service, transition planning, assessment accommodations, crisis assistance)
- Admissions and Records (for registration and cashiering functions)
- Bookstore (for DR vouchers and alternative media planning)
- A/V (for captioning needs)
- Library (for assistive technology and captioning)
- Campus Security (for disability parking and emergency needs)
- Health Services (for health intervention, respite)
- Tutorial (for subject specific tutoring)
- Instructors and Academic Divisions (accommodation and general student issues)
- College Services (barrier and physical access issues)

We work especially closely with Educational Diagnostic Center (EDC) and Adapted Physical Education (APE). With EDC, we share students with dual diagnosis, as well as both provide unique service components to the whole special education student body. EDC provides coordination of Information Meetings, LD assessment, special skills curriculum and tutoring in language and computational skills. DSS provides test accommodation, assistive technology training and access and alternate media services. Hence, our staff positions with Division-wide functions indicated, serve a large component of students not counted in our actual DSS service numbers. This approach promotes maximum staff and resource efficiency while ensuring students receive all needed services easily. For APE, we do all initial paperwork, intake, registration and orientation and provide counseling intervention, as requested.

Staff members from DSS not only serve campus-wide assisting with general campus governance issues, but they serve on numerous committees and entities specifically to represent the needs and legal rights of students with disabilities. They provide numerous outreach activities into the community at large and serve on disability-interest advisory boards. Finally, DSS joins with EDC to provide the major resource for training and in-service to faculty and staff and have taken a central role in developing SPED campus resources in the form of a WEB site, faculty and student handbooks and outreach materials, and a campus/community Advisory Board.

- **State and Federal mandates**. What State or Federal mandates impact the work you do?

DSS provides core, essential services based in federal, state law and regulation, assists the institution with financial resources by fulfilling the required state reporting function for DSP&S excess cost funds. It serves the broader institution by providing the expertise and the administration related to accommodations that the institution is legally obligated to make available, irrespective of budgetary issues or delivery structures.
Mandates: Title V, Sections 5600-56076, revised 1992; State Education code, Section 67310; California State Government Code Sections 1135-1139.5
Federal Law: Section 504, and 508 of the federal Rehabilitation Act of 1973; Americans with Disabilities Act of 1990.

- **Trends.** Describe any positive and/or negative trends in the program.

Regulation and legal precedence set through OCR and court cases continue to define and shape our program and expand the campus obligation to ensure equal access. Public expectation of equal opportunity is now firmly embedded, and disability definitions have continued to be broadened. This is demonstrated by the increasing candid willingness of individuals to identify themselves as having a disability and ask for assistance, which has driven up our service numbers and diversity, including psychological disabilities and more members from various ethnic, cultural and national backgrounds.

- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

Disabled Student Programs and Services (DSPS) programs are administered by the California Community College Chancellor's Office, and each of the 110 community colleges in the state of CA. offer disability support services through this program. The DSPS program authorizes the provision of support services, specialized instruction, and educational accommodations to students with disabilities, so that students with disabilities can participate fully and benefit equitably from the college experience.

VIII. **Program strengths/areas for improvement.**

A. Provide a summary of the program's main strengths.

A particular strength of the DSS program is its capacity to serve the institution efficiently and in broad ways, as it relates to curriculum, college services, accessible facilities, technological access, and campus and community outreach to students with a vast array of disabilities and with diverse accommodation needs.

B. Provide a summary of the program's main areas for improvement.

A needed area of improvement is in the area of automation and being able to access important student information to make planning decisions. This capacity is limited with the present technology resources available in the office.

IX. **Suggestions for campus-wide change.**

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

The DSS program's effectiveness and efficiency is increased, as the institution, as a whole, continues to adopt the mutual responsibility in serving and considering the needs of disabled students in the following areas: curriculum, services, technology, facilities, and overall climate. As noted above, inherent to the mission of the DSS department and the mandated needs of the students, collaboration- with the greater institution- is done, as a matter of necessity.

B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

The services in DSS (as is the case in others areas of the campus) are extremely labor intensive; however, with the introduction of a electronic information system, the department and the campus, as whole will be able to obtain, track, and readily use information- in ways, which supports greater efficiency and productivity.

De Anza College Student Services
2008-09 Program Review Summary

Name of Program: <u>Disability Support Services</u>
Name of Preparer(s) <u>Kevin M. Glapion</u>

Each program and department is asked to complete the following 2008-09 Program Review Summary. These Program Reviews will be used to make planning decisions for the 2009-10 year and/or address plans for 2008-09.

Service/Program Summary. Provide as much information as available.

	2007-08	2008-09	Impact of Reduction/Increase (If applicable)
Budget Total			
A budget	1, 901,716		
B budget	230, 711		
C budget	2,627		
Strategic Planning	0	0	
DASB	11,000	11,000	Loss of Student Workers in DSS Alt. Media
Grants	0	0	
* Other	0	0	
# Staff – Total	32	32	
Classified Contract	15	15	
TEA	11	11	
Faculty	5	5	
Students	1	1	
# Students Served (unduplicated)			
# Students Served (duplicated)			
Ratio of staff to students			
WSCH			

*For categorical funding, please supply any additional data for clarification.

*Demographics of Students Served (if available)

Ethnicity	2007-08		2008-09	
	Number	Percent	Number	Percent
African American/Black	Refer to Attached	Refer to Attached	Refer to Attached	Refer to Attached
Amer. Indian/Alas. Nat.				
Asian American				
Chicano/Latino				
Filipino				
Pacific Islander				
Other				
White				
Decline to state				

Gender	2007-08		2008-09	
	Number	Percent	Number	Percent
Female				
Male				

*For categorical funding, please provide all information available at this time.
2/4/09

Student Services
2008-09 Program Review
DeAnza College
Educational Diagnostic Center (EDC)

I.

The mission of the Educational Diagnostic Center is to ensure that students with learning disabilities have an equal opportunity to reach their educational potential. Our purpose is to provide access to skill development courses, services and accommodations for students with learning disabilities and other high-risk indicators. The following core activities are specifically designed to increase access, growth, and retention.

- Learning Disabilities assessment
- Special Class instruction-Guidance classes
- Disability management advisement
- Accommodation determination, authorization, and arrangement
- Learning Strategies training and classes
- Disability services information meetings and targeted disability
- Development and monitoring of DSP&S mandated Student Educational Contract (SEC) progress toward academic goals and disability modifications
- Campus and community liaison with other student's support partners
- Support campus outreach programs to area high school

II. Retention and Growth.

EDC has actively supporting in college wide efforts to increase access, growth, and retention by participating in programs designed to attract and retain students, such as the Basic Skill Initiative, Math Performance Success and Enable Math program sponsored by the Math Division, Counseling's Early Alert Program. For each program, EDC/DSS seeks to ensure that access issues for students with disabilities are addressed and appropriate services and accommodations are provided for each student, as well as for DeAnza's staff and faculty. EDC continues to offer and provide staff development in the area of instructional modifications and teaching strategies that we believe to be a highly effective institutional approach to access and retention. In addition, EDC is supporting the retention efforts of at risk students by partnering with Financial Aid and

Counseling to increase awareness of services and accommodations available to students with learning disabilities that may reverse poor achievement and learning trends.

EDC continues to collaborate with other service and retentions programs such as CalWORKS/Keys to Success, OTI, EOP&S, Campus outreach, Counseling, Academic Skills and Tutorial Center, and Financial Aid to provide a broad range of services to assist students in completing their academic goals. In addition, EDC has partnered with the campus outreach program by participating in the various high school transition events that occur throughout the year, attended high school transition functions offered at the numerous high schools and high school districts.

I. Student Equity (refer to the program review date sheet)
EDC continues to focus on developing and implementing learning strategies that are designed to narrow the achievement gap for Black, Pacific Islander, and Hispanic students as compared to other non targeted groups. The statistics on De Anza guidance sections indicate a steady rise in the success rates of these targeted groups of students. According to the 2007 California Postsecondary Education Commission, for non disabled students, 47% of Black men and 59% of Black women graduated from high school. By comparison, Black students in the guidance sections attending this college had a 64% success rate. In addition, other statistics provided in this study state showed that 46% Hispanic men and 56% Hispanic women graduated from high school as in comparison with a 77% success rate of these students in guidance sections. It is important to remember that DeAnza's statistics represent at-risk students and students with disabilities within the Black and Hispanic student population who have successfully completed guidance sections. Although an achievement disparity still exists between groups, there is a large positive percentage difference between our statistics and those of California's high school graduate population.

The stigma of a learning disability has historically been misidentified with low intelligence and poor academic achievement within various ethnic communities. The challenge for EDC is to reach out to these groups to educate and inform in order to remove the stigma of a learning disability. The intent is to encourage and invite student participation which equates to academic success. Our current initiative is to implement outreach activities that encourage these groups to seek EDC services.

IV. Strategic Planning

Due to highly effective efforts of campus outreach, the number of Latino, African Ancestry, and Pacific Island students has remained consistent with the increase of new student enrollment. EDC has provided an Equity Plan to the Diversity Office and has sponsored a series of workshops designed to increase cultural competency among faculty and staff in this division. In addition, EDC has developed and will conduct a student satisfaction survey for the Spring 09 quarter in order to assess our services and identify areas of strengths and weaknesses.

To support campus wide strategic planning initiatives key staff members participate on several planning committees including Curriculum, Academic Senate, Basic Skills Initiative, and ICCGE steering committee.

EDC has established a collaborative relationship with Financial Aid and the Counseling department to work with probationary students in order to develop individualized intervention strategies.

V. Budget Limitations

In order to maintain the broad spectrum of services, it is critical that categorical funding remain a separate budgeting mechanism that ensures continued and essential funding for services, classes, and accommodations for students with disabilities.

A funding decrease will have a significant negative impact on the overall effectiveness of this program. Other budget limitations may result in less staff development activities and events that would contribute to the overall effectiveness of the EDC program. For example, assessment tool revisions require updated training, as well as purchasing the testing instruments (Woodcock Johnson Psychoeducational Battery and the WAIS IV). Budget reductions would also impact our ability to purchase upgraded adaptive equipment, software, and to renew site licenses. More students are becoming aware and are extensively using adaptive equipment to complete class assignments. The Kurzweil read back software is a popular example of adaptive technology use.

The EDC program occupies a unique niche in the college community. It is the only program that provides classes and services for students with learning disabilities. To prevent duplication of services, EDC also provides classes and support services for all students with documented disabilities. DSS in turn provides the test accommodations, deaf services, mini bus etc. as other critical services for the students in this division. Elimination of this program would be devastating to

hundreds of students with disabilities. None of the other services on campus (except DSS) have the training or experience of working with this underrepresented group of students. The drop-out rate would climb rapidly, reversing current upward retention trend. National research studies still report that students with disabilities have a 36% chance of not graduating from high school. Therefore, we can assume that the percentage would be even higher at the college level without EDC's continued academic support.

VI. Assessment of Program

In terms of student learning outcomes, the Center utilizes the following standard evaluation tools and guidelines to regularly review its services and program delivery model. Utilizing the following tools we expect the students will demonstrate their mastery in learning information, strategies, and skills by observing or formally assessing their performance in each relevant area at the course, program and degree level. An example would be "EDC students learn to be effective self-advocates by mastering the De Anza system of obtaining a classroom accommodation". We base our standards on a mix of the following:

- Association of Higher Education and Disability (AHEAD) Program Standards
- Student evaluations (course level) and recommendations (written and provided to program director)
- Student Success and Equity Plans
- DSP&S State Guidelines and related Chancellor's Office documents (Title V)
- DeAnza Student Services planning materials
- Master Planning documents for DeAnza and the District
- DeAnza College Special Education Community Advisory Board
- California Association for Post-Secondary Education and Disability (CAPED) Learning Disabilities Interest Group - "best practices"
- State Matriculation guidelines
- Current rulings on American's with Disability ACT (ADA) regulations
- Accreditation Self Study and Final Reports
- Program Student Learning Outcomes that are updated yearly

VII. Additional comments

Services for students with disabilities are mandated by two critical pieces of legislation. The first is Section 504 of the Rehabilitation Act of 1973. It stipulates that no one with a disability can be denied access to programs or services of institutions receiving federal funding. The second is the Americans with Disability

Act of 1990. This landmark legislation prohibits public entities such as public colleges from denying qualified persons with disabilities from participating and benefiting from services, programs, and activities provided by the institution.

EDC is just beginning a pilot project in conjunction with financial aid and counseling to form intervention teams to reach out to students on academic probation. This collaboration would save in duplication of effort. Along with counselors interested in the project, EDC staff might help redirect students choosing goals and using valuable services. A certain percent of these students may need to be assessed for learning difficulties.

Statistics just released regarding the guidance sections at the college show a high retention rate and excellent success rates in a number ethnic groups. Even in the targeted groups our retention and success rate is much higher than the state's averages. Fifty percent of our population is women and 50 % are men; both genders are equally represented and served. Among disability categories, learning disabilities remains the largest segment of this population.

During this last year, EDC was recommended by Stanford University and San Jose State University to consider participating in a project sponsored by Vanderbilt University. Over the years, EDC has participated in several projects with the University of Kansas, including the California Community Colleges Learning Disabilities eligibility model.

VIII   Program Strengths and Areas for Improvement

The EDC along with DSS continues to attract students locally and statewide due to a reputation as one of the premier models of its kind in the nation committed to "assuring the College's inclusion and equal opportunity for students with learning and other disabilities". Recent statistics for Guidance sections show a high rate of retention and success among participating students.

Program goals include outreach to Pacific Islanders and Filipino students. We plan to contact IMPACT AAPI regarding presentations to classes in their federally funded initiative that targets Pacific Island/Filipino/Southeast Asian students. The purpose of the presentations would to improve awareness and to reverse the stigma of learning disabilities.

IX Suggestions for campus wide change

- The college should continue to convert to energy efficient light sources and follow "green principles."
- Evaluate the amount of bond money expected for building given the continued economic downturn and possible drop in property taxes revenues
- The college continues to seek outside funding sources.

De Anza College Student Services
2008-09 Program Review Summary

Name of Program:_ Educational Diagnostic Center

Name of Preparer(s): Debbie Centanni, Executive Head

Each program and department is asked to complete the following 2008-09 Program Review Summary. These Program Reviews will be used to make planning decisions for the 2009-10 year and/or address plans for 2008-09.

Service/Program Summary. Provide as much information as available.

	2007-08	2008-09	Impact of Reduction/Increase (If applicable)
Budget Total	895,212		
A budget	855,604 (includes benefits)		See attached Program Review Section V (c)
B budget	39,608		Reduction would impact operating expenses, teaching materials, supplies, etc.
C budget			
Strategic Planning			
DASB			
Grants			
* Other			
# Staff – Total	6.50		See explanation below (staff summary)
Classified Contract	1.50		
TEA			
Faculty	5		
Students			
# Students Served (unduplicated)	506		See attached Guidance Program Data Sheet
# Students Served (duplicated)			
Ratio of Certificated staff to students	112		Ratio of certificated staff is 4.50, refer the staff explanation below for more detail
WSCH	1,077		

*For categorical funding, please supply any additional data for clarification.

*Demographics of Students Served (if available)

Ethnicity	2007-08		2008-09	
	Number	Percent	Number	Percent
African American/Black	See Attached Guidance Program Review Data Sheet			
Amer. Indian/Alas. Nat.				
Asian American				
Chicano/Latino				
Filipino				
Pacific Islander				
Other				
White				
Decline to state				

Gender	2007-08		2008-09	
	Number	Percent	Number	Percent
Female	See Attached			
Male				

*For categorical funding, please provide all information available at this time.

2/4/09

Program Review Summary
Further Explanation of the Educational Diagnostic Center (EDC) Staffing

(1) Full time certificated = 5 -- 1 (Executive Head) and 4 (LD Specialists)
(2) Full time classified   = 1   Half time permanent = .50
(3) Part time certificated = 3 LD Specialists with a maximum of 13 hours per week
(4) Part time classified = 5 with a limit of 15 hours per week
(5) Article 19 = 1 two courses per year and a two week summer assignment

Recommendations for reductions if required:

(1) First reduction Article 19 retiree
(2) Part-time certificated LD Specialists (3) max of 13 hours per week

STUDENT SERVICES
PROGRAM REVIEW 2009-2010

DEPARTMENT OR PROGRAM: <u>Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE)</u>

NAME AND TITLE OF PREPARER(S): <u>Truly Hunter, Michele LeBleu-Burns, Virginia Marquez and George Robles</u>

In providing responses in the following areas**, please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

I. **Description and mission of the program.** Provide a brief description of the program, including any services provided and the program's mission.

Program Mission:

Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE) at De Anza College are committed to assisting EOPS/CARE students in their quest for individual growth, academic success, and career and transfer goals by offering support services that will empower students who face language, social, academic, and economic challenges. The EOPS/CARE staff is dedicated to working as partners with EOPS/CARE students to ensure their college experience at De Anza will foster an appreciation of education, culture, and community that will motivate them to become contributors in a diverse and evolving world.

Program Description:

The EOPS/CARE program is a California State funded categorical program whose main purpose is to provide support services to academically and economically disadvantaged students in an effort to increase the retention, graduation and transfer rates of eligible program participants.

II. **Retention and growth.**

A. How has the program responded to the institutional goal of increased access, growth and retention?

One of the major purposes of the EOPS/CARE program is to provide access to students who typically do not have the financial resources or academic preparation to attend or succeed in college. All of the program's services and activities are targeted to increase student retention and success. Services include academic advising, financial assistance (book vouchers, bus passes, grants, meal vouchers), career planning, priority registration and transfer assistance. EOPS provides support to eligible participants from the very first contact, through the matriculation process until the students complete their educational goal(s) at De Anza. Where EOPS is most effective is in supporting the college's retention efforts, which has a significant impact on growth.

B. How has the program responded to the institutional goal of increased access, growth and retention <u>specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students</u>?

The EOPS program staff members have made extensive efforts to reach out to diverse communities via community outreach. As a result, EOPS has a higher percentage of Latino (16.5%) and African American (9%) students than in the general De Anza campus population (13% and 3%, respectively). EOPS also serves a fairly large number of students with disabilities (--%) The individualized, "above and beyond" philosophy of the EOPS program is extremely effective in facilitating the success of diverse student populations that have traditionally been underserved in higher education settings.

One of the more recent efforts to address the needs of targeted populations was the development of an action research pilot project geared primarily for Latino/a students. This project enabled the EOPS program faculty and staff to conduct follow-up efforts to assess the obstacles Latino student face and to better understand which retention efforts were successful in supporting retention and in assisting these students in overcoming barriers to achieve their educational goals.

III. **Student equity.** In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

In EOPS, addressing the student equity gap is a fundamental part of the program's mission and purpose. The specific equity goals that EOPS has worked towards achieving include increasing the success, graduation and transfer rates of low income, first generation, and under-prepared students. Unfortunately, a large percentage of students that fall into those categories are students of color. By providing students with appropriate referrals (Health Services, DSS, etc), access to information, services and financial resources necessary to succeed in college, as well as utilizing extensive progress monitoring methods (such as intake processing, schedule check and quarterly updates), EOPS has been extremely successful in narrowing the equity gap for students enrolled in the program.

IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).** Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

The EOPS Program has always been on the forefront of De Anza's efforts to provide individualized attention to student success, outreach activities and opportunities for faculty and staff to improve cultural competence through program activities and services. Some of those activities include:

- Visits to local high schools, community events, and on campus events (outreach, community collaborations)
- In conjunction with the office of diversity, offered cultural competence student and staff workshops (cultural competence)
- Developed a mission, vision, values and program outcomes with specific goals for facilitating the success of EOPS students (Individualized Attention to Student Success)
- Targeted cohort retention methods and strategies to address needs of EOPS eligible students (Individualized Attention to Student Success)

- A strong counseling and advising component that utilizes intrusive and comprehensive counseling methods in providing advising and personal counseling services to EOPS students (Individualized Attention to Student Success)

V. **Budget limitations.** (Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

- Currently EOPS and CARE have 2 full-time Counselors (one unfilled as of 2/27/09), 1 half-time counselor, 2 part-time counselors, and 1.5 Academic Advisors.
- The program is serving 971 students as of 2/2/09 and will serve a minimum of 1007 students in the 2008-2009 Academic Year.
- EOPS is no longer accepting applications for new program students during fall quarter 2008 and will remain closed for the remainder of the 08-09 school year. New student applications are considered only for the CARE program, as EOPS transfers and on a referral basis.
- Several cost-cutting measures were adopted by EOPS in anticipation of funding cuts to the State budget. Funding reductions at the campus level will make these reductions permanent and will continue to affect the ability of EOPS and CARE students to attend De Anza College. The following is a list that details the program's efforts to reduce costs:

  o Book vouchers were reduced in Winter and Spring quarters from $200 to $150
    - Affects approximately 700 students per quarter
  o The EOPS Bus Pass service was suspended until further notice
    - Affects approximately 30 students per month
  o Reduction in EOPS Grants from $61,400 to $59,600 (a reduction instead of increase)
    - Affects 6 students per academic year
  o Reduction in Student Employees from 4 in 2007-08 to 3 in 2008-09
    - Less peer advising time available to EOPS and CARE students
  o EOPS Planners have been an effective tool for EOPS students and will not be purchased for 2009-2010.

The brunt of any funding reductions made by the college will be felt first and foremost by EOPS eligible students. The reduction in services, including reduced book vouchers and bus passes, chips away at the ability of these students to attend De Anza College. EOPS students are very low-income and have educational disadvantages and many EOPS students are non-traditional students. Many are returning to school after a long absence, have not had a positive experiences pursuing education at the high school or college levels and need the "above and beyond" support provided by EOPS.

B. Identify any other implications affecting your program: e.g. technology, staff, Facilities.

Technology
Two part-time EOPS Counselors are using computers that are old and outdated. The computers either need to be updated with memory and software, or ideally, replaced with new computers.

There are two computers in the main offices in EOPS that are currently utilized to complete program tasks by student employees. These computers are refurbished and do not have updated software. The staff tries to make one of these computers available to program students to complete quick homework tasks and to add or drop classes during registration and the first week of classes. Unfortunately, this computer is not always available for use and students are sent to the De Anza College computer lab or

elsewhere on campus. Additional computers in the main office would create a "mini" computer lab for EOPS students.

Staffing
EOPS students are required by State EOPS mandates to complete two Counseling/Academic Advising contacts per quarter. EOPS will serve a minimum of 1007 students in 2008-2009 which translates into approximately 2,000 contacts needed per quarter. With a combined total of 2.5 FTE Counselors and 1.5 FTE Academic Advisors, many of the program students will not meet EOPS contact criteria. In order to fully meet state Title 5 mandates, the counseling component would actually need to consist of 4.5 counseling FTEF and 1.5 academic advising FTE staffing.

Facilities:
The current configurations of the program offices are not conducive to a cohesive team environment for such a large student service program. EOPS and CARE are housed in several offices in the lower level of the Hinson Campus Center. Over 1,000 program students are served yearly in the main EOPS office. Two Classified staff work areas, as well as three student employees are located within the office. One Supervisor and one Assistant Director have offices with doors that open to the main office. The Dean/Director, remaining Counselors, Academic Advisors, Program Specialist and CARE Coordinator have offices in adjacent hallways on one side of the campus center. The copiers, fax machine, file cabinets, refrigerator, and shredder, share the limited work space in the main work area.

Drop-in Counseling, Updates, Schedule Checks with EOPS students and program tasks take place at the three tables in the main area. Confidentiality is an issue at peak times during each quarter, when all tables are utilized by staff and students. Ideally, EOPS would work well with designated meeting space to conduct workshops, orientations and group counseling and advising sessions.

The EOPS main office is not user-friendly to students with disabilities. The double doors to the main EOPS/CARE office are not configured with automatic openers. Students with limited mobility must travel down a long ramp at the other end of the building or travel through the large dining room to access an elevator to take them to the lower level.

C. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

EOPS and CARE are State Title V categorical programs and cannot be eliminated by the district or campus administration. Fortunately, the EOPS Program had received unwavering support from the college and the district over the years. However, the students in each program would be adversely affected with additional budget reductions. Attendance at De Anza College would be greatly compromised for this population of students. The ability to purchase textbooks needed for classes would be compromised, resulting in lower success rates for this group. Without book vouchers, bus passes, and grants, EOPS students may not be able to attend as full-time students, thus prolonging their time spent at De Anza College and delaying their transfer to a four-year university or completion of certificate programs. Less personalized counseling and advising services would create another barrier to this already underserved student population.

VI. **Assessment of Program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).

EOPS and CARE collect information that is used externally, in reports to the State Chancellor's Office, and internally, for the program database.

Both programs are required to complete and submit several reports yearly to the State Chancellor's Program Coordinators. Information in the EOPS Program Plan includes a Program Organizational Chart, Summary of Personnel Costs, Activity Assignments, and Description of Duties, a Planned Distribution of Other Outgo and a Year-End Report for Prior Year. In addition, EOPS and CARE submit fiscal data on respective Budget and Accounting Forms. MIS Data is submitted on a term-by-term basis to the State Chancellor's Office.

The information provided to the state in the Year-End Report for Prior Year reflects a summary of the program's activities and accomplishments.

	2006/2007	2007/2008	2008/2009
# Students Funded to Serve	986	1008	1007
# of Students Served	1010	1076	
# Persisted	766	656	
# Graduated	94	96	
# Transferred	109	145	
# AA/AS Degree	94	96	
# Certificates	27	2	
# Honors	16	NA	

A narrative portion of the Year-End Report includes highlights of Program Accomplishments. An abbreviated list for 2007-2008 includes: Workshops provided to EOPS and CARE Students, Outreach presentations and participation, Conference attendance and Committee participation by EOPS staff, In-services and Staff Development Activities.

A very recent transition from a FileMaker to an Access format allows staff to collect information for the EOPS and CARE Database. This information provides the program with the ability to track individual and program progress. Satisfactory progress for EOPS/CARE has been defined as completing at least 9 units with a 2.00 G.P.A each quarter. Participants not meeting this requirement are identified as being on "EOPS Probation." EOPS/CARE is moving in the direction to identify and track the percentage of students on probation and to implement interventions to address the specific needs of this population.

A new program that EOPS and CARE are in the midst of designing is a New Student Cohort with special attention paid to targeted populations. Data in three main areas will assist in determining appropriate interventions to aid in the success and retention of the cohort students. Reports will be developed to identify and track: Graduation, Transfer, Student information and goals, Student Unit Completion and GPA progress tracking across quarters, Quarterly Compliance progress. We will also review demographics and success indicators by ethnicity. All of this information will crucial as we prepare for the State Chancellor's Office open program review process that will be conducted in the 2009-2010 academic year.

VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

One of the many ways that EOPS maintains effective relationships with other areas is to work collaboratively to create a support network for students enrolled in EOPS and other programs. This effort involves the coordination of services and benefits for students with programs such as Financial Aid, OTI, Disabled Student Services, to name a few. Although EOPS has developed cooperative relationships with other programs on campus, there are very few ways to increase the sharing of service delivery or costs due to the program's categorical funding status. There are strict guidelines in Title 5 that prohibit co-mingling of funds and prevent campuses from using EOPS funds to supplant campus funding and/or provide services to non-EOPS students.

- **State and Federal mandates**. What State or Federal mandates impact the work you do?

EOPS/CARE are state funded, categorical programs, with specific guidelines and regulations as to how funding is to be spent. In addition, regulations also require an institutional match that is met through portions of certain positions being funded through the general fund. Students that are in the program must meet eligibility criteria to be served by EOPS/CARE. To meet program eligibility requirements at the time of enrollment, students must be California residents, academically disadvantaged and economically disadvantaged.

- **Trends.** Describe any positive and/or negative trends in the program.

For academic year 2008-2009 the program plans on serving over 1,000 students. To date, 971 students have been served. Increased funding for the next two years is highly unlikely which would mean that EOPS/CARE would not be able to increase the number of students being served by the programs. This is of major concern because there are eligible students applying and the demand for services is greater than it has been in recent years.

- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

EOPS programs are located at all 112 community colleges in the state of California. Although the programs offer similar services, each is configured slightly differently depending on the campus organizational structure and the size of the program. Program sizes across the state range from 87 students (Coastline Community College) to 3,671 students (Los Angeles City College). After San Jose City College, the De Anza College EOPS program is the second largest among the nine community colleges in the bay area.

VIII. **Program strengths/areas for improvement.**

A. <u>Provide a summary of the program's main strengths.</u>

The program's main strengths include the following:

- Highly competent and dedicated staff from diverse cultural and language backgrounds.
- Program faculty and staff who are knowledgeable and constantly update their skill sets to fulfill the duties of their positions.
- Well-coordinated services specifically designed and targeted to underserved, under prepared and largely underrepresented student populations.

- Strong and Cooperative relationships with other complimentary programs and departments across campus.
- Newly developed EOPS Leadership Group comprised of the EOPS Dean/Director, Assistant Director and Program Supervisor.

B. <u>Provide a summary of the program's main areas for improvement.</u>

The program's main areas improvement include the following:

- Increased efficiency of work flow and task completion (currently being addressed)
- Increased main office space to serve students individually and protect confidential student information
- Increased program visibility and participation in campus-wide committees and activities
- Development of a more responsive, timely and accurate feedback loop for assessing program operations (currently underway)

IX. **Suggestions for campus-wide change.**

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

No Comments

B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

At the district level, there should be discussions and negotiations with the various bargaining units around faculty sabbaticals, professional development leaves, and staff development funds (outside of staff development funds allocated by the state).

Name of Program: Extended Opportunity Programs and Services (EOPS)

Name of Preparer(s): Truly Hunter, Michele LeBleu-Burns, Virginia Marquez, George Robles

Each program and department is asked to complete the following 2008-09 Program Review Summary. These Program Reviews will be used to make planning decisions for the 2009-10 year and/or address plans for 2008-09.

Service/Program Summary. Provide as much information as available.

	2007-08	2008-09	Impact of Reduction/Increase (If applicable)
EOPS General Fund 14			
A budget	252,094	340,242	
B budget	0	0	
C budget	0	0	
Total General Fund 14	252,094	340,242	
General Fund 14 Match			
A budget	118,115	122,107	Inability to meet state required match
Total General Fund	**370,209**	**462,349**	Inability to serve students adequately and meet program goals
Required District Contribution	365,804	306,848	
EOPS Fund 21			
A Contract Salaries	697,604	616,748	
B "B" Salaries,Op Expenses	101,682	88,031	
B Aid to Students	365,804	319,282	
Subtotal Fund 21	1,165,090	1,024,061	
EOPS Fund 37			
EOPS Grants	61,400	59,600	
Total EOPS Allocation	1,226,490	1,083,661	
		1,173,211	
CARE Fund 21			
A Contract Salaries	0	0	
B PT Counselor& Student	25,764	25,091	
B Operating Expenses	20,664	11,600	
B Aid to Students	57,270	60,720	
B CARE Grants	27,800	34,500	
Total CARE Allocation	131,498	131,911	
Strategic Planning	0	0	
DASB	0	0	
Grants	0	0	
* Other	0	0	
# Staff – Total			
Administrator 50%	.50	.50	
Asst. Dir/Couns 50/50	0	1.0	
Faculty	2	1.0	1 FTE unfilled- position is needed to meet State mandates

Supervisor	1	1	
Classified Contract	7	7	
PT Counselors	2	2	
Students	4	3	
# Students Served (unduplicated)	1084	971	
# Students Served (duplicated)	N/A	N/A	
Ratio of staff to students	87	78	
WSCH	N/A	N/A	

*For categorical funding, please supply any additional data for clarification.

*Demographics of Students Served (if available)

Ethnicity	2007-08		2008-09	
	Number	Percent	Number	Percent
African American/Black	83	7.7	87	9.0
Amer. Indian/Alas. Nat.	3	.3	1	.1
Asian American	640	59.0	570	58.7
Chicano/Latino	184	17.0	160	16.5
Filipino	15	1.4	13	1.3
Pacific Islander	1	.1	8	.8
Other	63	5.8	46	4.7
White	92	8.5	79	8.1
Decline to state	3	.3	7	.7

Gender	2007-08		2008-09	
	Number	Percent	Number	Percent
Female	605	66	534	55
Male	479	44	437	45

*For categorical funding, please provide all information available at this time.
2/4/09

STUDENT SERVICES
PROGRAM REVIEW 2009-2010

DEPARTMENT OR PROGRAM: ___Financial Aid & Scholarships_____

NAME AND TITLE OF PREPARER(S): ____Cindy Castillo, Dir of Fin Aid & Schol_

In providing responses in the following areas, **please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

I. **Description and mission of the program.** Provide a brief description of the program including any services provided and the program's mission.

The Financial Aid & Scholarship program provides federal, state and institutional aid to qualified students to help them access higher education and help them stay in college until completing their degree/certificate. Our mission is two-fold. To maintain a high level of integrity in processing and compliance with governmental regulations while maintaining the highest level of service to students by processing applications as quickly and efficiently as possible such that money is in the hands of students in a timely manner for access and retention. In addition, we also house the student personnel function for hundreds of students employed at the campus.

II. **Retention and growth.**

A. How has the program responded to the institutional goal of increased access, growth and retention?

We have recently completed a desk audit of all staff to look for ways that we can increase efficiency. The outcome of those desk audits have resulted in many cost and time cutting measures designed to give staff additional time to spend on processing applications and also, this year, to begin training on the new Banner system.

B. How has the program responded to the institutional goal of increased access, growth and retention <u>specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students</u>?

Our efforts are to spend most of our time on the neediest students who are represented in larger percentages by the targeted populations. In addition, we work in close partnership, both with staff and funds, with our campus outreach office, whose activities center on targeted populations.

III. **Student equity.** In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

Demographic information is attached to this report. Research indicates that in the last academic year, 32% of the Black student population, 20% of the Filipino/a student population, and 22% of the Latino/a student population are receiving financial aid. In addition, in those three groups, the percentage of students receiving aid equals or exceeds the percentage they represent in the overall student population. Black students represent 4% of the overall population but are 8% of the financial aid recipients; Latino/a students represent 15% of the overall population but are 17% of the financial aid recipients; and Filipino/a students represent 5% of the overall student population and 5% of the financial aid recipients.

One challenge we have is that the population of students who are not US citizens or Permanent Residents is increasing through outreach efforts, but no federal or state aid programs are available to them. In addition, scholarships in a public institution cannot use selection criteria related to race, ethnicity, gender, citizenship or national origin. However, many of our students who are not US citizens or Permanent Residents compete quite well in our overall scholarship offering as they have compelling stories to tell, participate actively in community service, have strong academic records, and transfer to four-year institutions, all of which ARE selection criteria for scholarships. In fact, at our last graduation, both students recognized on stage were not US Citizens or Permanent Residents. Additionally, our foreign students also compete well for scholarships and they are not eligible for federal or state aid.

IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).** Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

About half of the financial aid staff have "outreach" in their title targeted specifically to potential financial aid recipients. We are the #1 partner of campus outreach in addition to generating our own annual contacts. We have tried to maintain a visible presence on campus while leaving two positions vacant due to budget issues and moving six times in five years! Some of our staff also participate in offerings provided by the Diversity Office on campus as well as cultural events targeted at raising funds for scholarships.

V. **Budget limitations.** (Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

Our BFAP funding for financial aid outreach fluctuates each year based on our overall percentage of BOG Fee Waivers statewide. No COLA has ever been applied to that funding stream since 2003. Therefore, we have had to leave two positions vacant this year. In addition, we receive very little B budget ($3000) so we use only BFAP and administrative allowances from federal aid programs to pay for operating expenses.

B. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

If eliminated, about $14M of aid would not be paid to our students and we would predict a drop in enrollment. Also, the district would have to assume the personnel office function for

student employees, decide what to do with donated funds targeted for scholarships, and perform collection activities for the Perkins Loan portfolio.

VI. **Assessment of program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).

We have some research data provided annually to look at our program from a quantitative view (provided below). We occasionally conduct surveys about different aspects of financial aid and scholarships. However, our biggest indicator is the immediate feedback we receive from students at both locations and through email. We conduct weekly staff meetings that often include consideration of complaints received from students in an effort to find solutions.

VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

We work closely with EOPS, SSRC, CalWorks, CARE, DSS, Counseling, Cashiering, Admission/Records, Outreach, Instructional Division Offices, Foothill Financial Aid, District Foundation, and others to support their goals. In addition, we work very closely with ETS as most of our processes are electronic.

- **State and Federal mandates**. What State or Federal mandates impact the work you do?

We are highly driven by state and federal mandates to determine eligibility, disburse funds, reconcile accounts, perform due diligence on loans, and report to government agencies.

- **Trends.** Describe any positive and/or negative trends in the program.

With the economy getting worse this year and in the next couple years to come, demand for financial assistance is increasing.
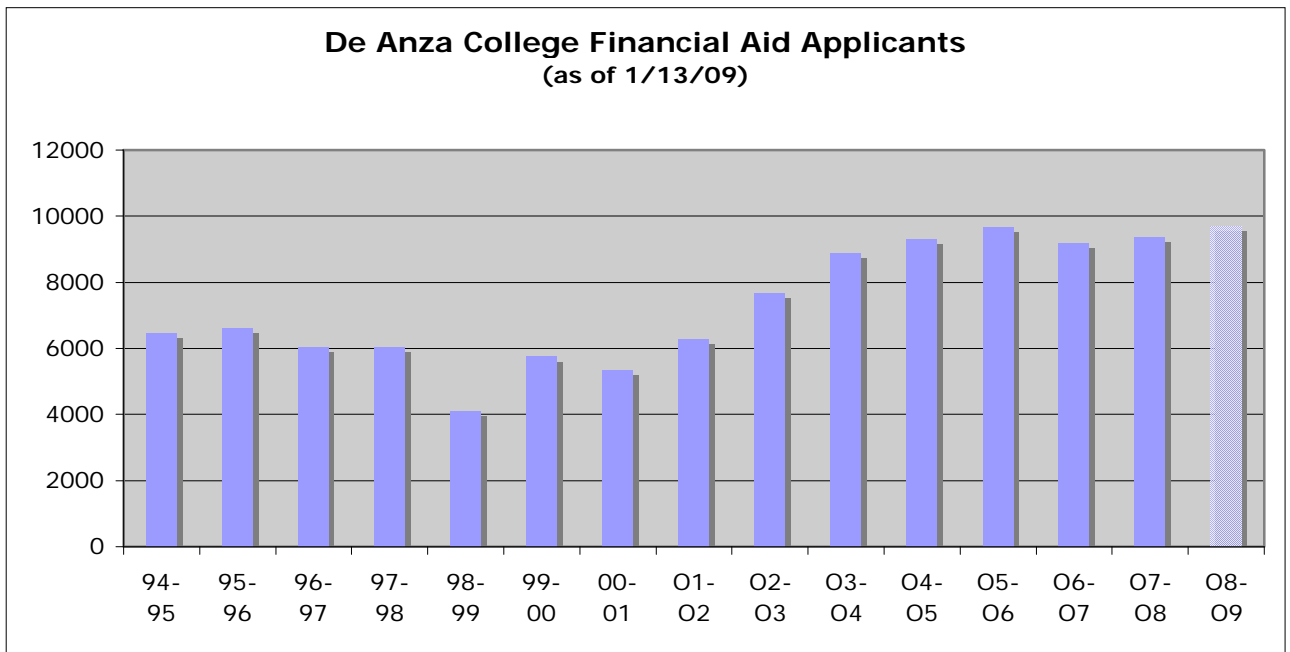
De Anza College Financial Aid Applicants
(as of 1/13/09)

- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

The latest news suggests that demand for financial aid is increasing at almost every college and will continue to do so for the next couple years. As state and federal governments wrestle with bad budgets, we will need to adjust to any regulatory or funding changes that come as a result of budget cutting measures.

VIII. **Program strengths/areas for improvement.**

A. Provide a summary of the program's main strengths.

We are dedicated to getting money into the hands of students as quickly as possible. We will be working under enormous pressure the next couple years to maintain that while learning the new Banner system, which we hope will further improve our ability to assist students. We hope to continue earning the respect and trust of our campus and district community.

B. Provide a summary of the program's main areas for improvement.

Any reduction in governmental regulations that provide more flexibility at the campus level can be appreciated. We also struggle to provide the right kind of information to all faculty and staff who might come into contact with students who could be candidates for financial aid. There is always misinformation about aid programs, and who qualifies, and it is a constant battle to provide correct information without it being overwhelming. We try lots of ways to get our message across.

IX. **Suggestions for campus-wide change.**

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

At this time, I do not have any suggestions to make. I think it is incredibly important for this program to report directly to the Vice President of Student Services.

B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

At this time, I do not have any suggestions to make.

De Anza College Student Services
2008-09 Program Review Summary

Name of Program_____Financial Aid & Scholarships_____

Name of Preparer(s)_____Cindy Castillo_____

Each program and department is asked to complete the following 2008-09 Program Review Summary. These Program Reviews will be used to make planning decisions for the 2009-10 year and/or address plans for 2008-09.

Service/Program Summary. Provide as much information as available.

	2007-08	2008-09	Impact of Reduction/Increase (If applicable)
Budget Total (FD 14)			
A budget	634,892	682,591	Layoffs, disbursement delays to stu
B budget	5,432	3,104	
C budget	0	0	
Strategic Planning	0	0	
DASB	0	0	
Grants	0	0	
* Other (BFAP)	571,104	551,667	Layoffs, less individualized assistance
# Staff – Total			
Classified Contract	13	11	
TEA	1	1	
Faculty	0	0	
Students	3-5	3-5	
# Students Served (unduplicated)	7353	4318 as of Nov 08	
# Students Served (duplicated)	?	?	
Ratio of staff to students	565 stu + @$1M ea.	More stu & more $/staff	
WSCH	0	0	

*For categorical funding, please supply any additional data for clarification.

*Demographics of Students Served (if available)

Ethnicity	2007-08		2008-09	
	Number	Percent	Number	Percent
African American/Black	565	8%		
Amer. Indian/Alas. Nat.	63	1%		
Asian American	2320	31%		
Chicano/Latino	887	12%		
Filipino	349	5%		
Pacific Islander	1301	18%		
Other	305	3%		
White	1301	18%		
Decline to state	468	6%		

Gender	2007-08		2008-09	
	Number	Percent	Number	Percent
Female	4043	55%		
Male	3338	45%		

*For categorical funding, please provide all information available at this time.
2/4/09

Student Health Services
2008-09 Program Review

Mary Sullivan

I. Description and mission of the program:

Provide a brief description of the program including any services provided and the program's mission

Our mission at De Anza College Health Services is to facilitate the educational success of our students by providing personalized and affordable medical care, health education and community resource information to promote their physical, social and emotional well-being.

Health Services provides a variety of confidential free and low-cost services. Free services include first aid, blood pressure checks, T.B. testing, over-the-counter medicines, smoking cessation, emergency contraception, pregnancy testing, condoms, and health education information. Services at reduced const include well women exams, physical exams, birth control, immunizations, and flu shots.

II. Retention and growth :

A. *How has the program responded to the institutional goal of increased access, growth and retention?*

Health Services has responded to the institutional goal of increased access, growth and retention in a variety of ways. We have expanded our medical services from one day a week to four days a week, including evenings, with the hiring of a nurse practitioner in September 2007. We looked at our birth control policy and identified the requisite well woman exam as a barrier for many women to get birth control. We made a change to this policy and have seen positive results. We also found creative ways to market our services to the community. For example, we noted that many students who take classes at the Kirsch Center or Auto Tech may not visit the Campus Center building, where we are located. In fall quarter, 2007, we created a "Wellness Wagon" that contained over-the-counter medicines, first aid materials, condoms and health education literature. One morning a week we parked the Wellness Wagon at the far ends of the campus to allow students to pick up supplies. It was amazing how few students we encountered had not previously known about our office.

Student Health Services is committed to enhancing the educational process by modifying or removing health related barriers to learning, promoting optimal wellness, enabling individuals to make informed decisions about health related concerns, and empowering clients to be self-directed and well informed consumer of health care services. Maintaining access to Health Services for first aide, over-the-counters keeps the students in class. Providing birth control increases chance of not having an unwanted pregnancy and dropping out of school. Offering low cost examinations with physician/nurse practitioner for the diagnosis,

treatment, and management of various physical/mental illnesses keeps students in classes instead of dropping out of college.

B . How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a, Students with Disabilities?

Health Service is the only department on campus that provides health services and the low-income non-insured student would not have access to any type of health care if the program was eliminated. Students requiring physicals and immunizations for transfer or clinical externs/jobs etc. would not have a low cost place to access these services.

Addressing the needs of physically limited/handicapped patients, we have purchased an exam table that can be raised and lowered to accommodate every student. Thus we can now perform pelvic/pap examinations which focuses on sexually transmitted infections and genital/cervical cancer screening.

Health Services has an ethnically/culturally diverse staff representative of student body. Specifically, our MD is African/Latina and our Nurse Practitioner is Latina. This helps with the retention of students of African ancestry and Latina as the health care providers look like them, speak their language, understand their culture. Both serve as role models for students (African/Latinas) thereby increasing retention of these "at risk" students.

We have attended programs sponsored by other campus programs such as LEAD and OTI.

III.   Student equity:

In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

Student Health Service provides services to all enrolled students. Our services are available from 8AM – 8:30PM, to accommodate day and evening students. Our costs are at a reduced rate: clinician visits ($10 to $30/visit); medications ($1 - $20); and immunizations ($20 - $90).

IV. Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).

Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

None

V. Budget limitations. (Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

Limited funding inhibits out ability to increase and expand our services.

B. Identify any other implications affecting your program: e.g. technology, staff, Facilities.

Health Services is in desperate need of larger facilities. Our current space compromises student privacy and limits the clinician's capacity negatively impacting the students we can serve. We need a larger reception area, specific injection station, observation rooms and first aide care area as well as more exam rooms. With more space we can employ more clinicians thus providing more serves for students.

C. *Describe the consequence to students and the college in general if the program were eliminated. Please be specific.*

The students that need services to continue in programs would incur significant costs outside of De Anza. These include: transfer physicals, disabled student examinations, nursing & allied health program physicals, immunizations, TB skin tests, as well as access to low cost well women exams and birth control services. Many students would not be able to afford the services off-campus or have limited transportation and would have to withdraw due to prolonged sickness, pregnancy, and/or lack of immunizations required for certain programs/professions.

VI. **Assessment of program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).

We conducted an interest survey in fall 2008 to give us some direction. We asked students for their top five issues they were interested in learning more about and we also asked them which medical conditions they are concerned about.   Sleep, fitness, and stress reduction were the top three topics of interest, and Sexually Transmitted Infections and depression were the two top medical concerns.

We are implementing the S.A.R.S program to capture qualitative data about students seen in Health Services.

VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

We are investigating EMR (electronic medical records) which is the standard for medical care and many Health Services at universities/colleges have implemented.

Beginning winter quarter 2009, Health Services is a community agency for the ICCE's Serve and Learn Project. This has been very beneficial to both the students and our office.

We collaborate with these programs on campus: I.S.P., nursing, allied health, disable students, CalWorks, EOPS etc.

• **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

It is important that students are educated on services available in Health Services and resources available in our community. Health Services staff actively seek out and explore community services that would benefit our students. While we offer many sexual-related services as Planned Parenthood, their services are more extensive than we can offer, so we maintain professional connections.

• **State and Federal mandates**. What State or Federal mandates impact the work you do?

Title V, section 54702 outlines scope of service, proper use of health services funds, allowable charges, fundable expenses, etc. Supports Ed Code sections 70901 and 73655

Title V regulations, section 53411 outlines the requirements for individuals employed in Health Services.

AB 1088 coordinators - mandatory orientation sexual violence preventions.

Drug-Free Schools and Communities Act (DFSCA) and Drug-Free Schools and Campuses Regulations.

AB 982 Health Fee Waiver Guidance

- **Trends.** Describe any positive and/or negative trends in the program.

As a result of the economic recession there is an expanding need by our students for health service. Increasing number of students come into health services with stress related physical illness and greater numbers have recently lost health insurances coverage. For some students it is because their parents lost their job, and others because they lost their job. There are escalating number of students seeking help and a higher level of acuity of care needed. We continue to seek out community services that could assist students, but a recent student seeking psychiatric help from the county told us they could not help due to budget cuts. Our mission at the Health Services is to facilitate student's educational success by providing personalized and affordable medical care, health education and community resource information to promote their physical, social and emotional well-being. In these economic times with the increased need with dwindling resources, it is challenging.

Comparable programs at other institutions. Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

Our sister college, Foothill, has a facility three times larger than our current area with safe and close connections to counseling/psychological services and police. Santa Rosa Community College has similar size student population with an expansive Health Services facility. Their staff include 2 MDs, 2NPs, 3 mental health providers, 3 medical assistants, and 2 admin. Assistants.

VIII. **Program strengths/areas for improvement.**

A. Provide a summary of the program's main strengths.

The program's main strength is our ability to provide good quality medical care, and treatment, at such a low cost to students during both day and evening hours.

B. Provide a summary of the program's main areas for improvement.

Increased tracking of students served at Health Services.

IX. **Suggestions for campus-wide change.**

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

There is a need for psych services as approximately 1/3 of patient visits are mental health related. Hiring a Psych NP would be beneficial for the success of our students with mental illness.

B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

None

De Anza College Student Services
2008-09 Program Review Summary

Name of Program: De Anza Student Health Services
Name of Preparer: Mary Sullivan, Coordinator Student Health Services

Service/Program Summary. Provide as much information as available.

	2007-08	2008-09	Impact of Reduction/Increase (If applicable)
Budget Total	976,366	1,045,000	See attached budget summary
A budget	-	-	
B budget	-	-	
C budget	-	-	
Strategic Planning	None	None	
DASB	3,725	None	
Grants	None	None	
* Other	None	None	
# Staff – Total	8 people	8 people	Reduction would cut hours and services
Classified Contract	7 people	7 people	
TEA	None	None	
Faculty	1 person	1 person	
Students	None	None	
# Students Served Excluding TB skin test (unduplicated)		1,905 During an average week.	No sign in sheet due to the sensitive nature of health services, HIPAA regulations and cramped reception area.
Ratio of staff to students	8/21,000	8/25,000	Staff to students
WSCH	-	-	

*For categorical funding, please supply any additional data for clarification.

*Demographics of Students Served (if available) N/A – currently not tracking

Type of office visit		2008-09	
		~Number of office visits per week	
MD/NP practitioner – scheduled appts		50-60/wk	
RN – scheduled appts		50-60/wk	
Health Educator – scheduled appts			
Walk in/OTC meds/condoms/first aide		1,755/wk	
TB skin test		– see attached	

Gender	2007-08	2008-09
	Percent	Percent
Female	75%	75%
Male	25%	25%

*For categorical funding, please provide all information available at this time.
2/4/09

Student Services
Program Review 2009-2010- De Anza at HOPE

Department: Disabled Student Services/ De Anza Program at HOPE
Preparers: Monica Sheirich, Chris Magnin, and Sandi Kovach-Long

I. Description and mission of program

The De Anza program has had a successful partnership with HOPE Services a non-profit CARF accredited agency **who works with underserved adults with developmental disabilities** including autism spectrum disorders, mental retardation, Down's syndrome and other related conditions since 1975. Training in HOPE's work centers assists individuals to develop professional attitudes, behaviors, work skills, self-confidence, and employment strategies leading to supported employment/job placement. De Anza also plays a critical role in providing follow up support and resources to students who are placed in jobs in the community.

The successful thirty four year partnership between HOPE and De Anza provides services that are greater than either could provide alone. The De Anza students at HOPE have access to other services which are provided for disabled students such as, registration assistance, audiovisual resources and a computer lab at each Hope De Anza site. De Anza students at Hope receive the following specialized instruction:
* Individualized vocational assessment, and career exploration
* Individual and group activities specifically designed to develop, promote, and assess student skill levels in a variety of interest areas
* Individualized resume, master application and one- to- one interview skills training
* Vocational profile and career advice
* Skills training in a production workshop setting, and the community
* Work Adjustment and skills training – Actual work experience in a production shop (Packaging, bagging, kitting, labeling, mailing, assembly & disassembly)
* Instruction and experience with a variety of tools and equipment
* Job analysis and creation of adaptive devices if needed
* Vocational counseling
* Identification of personal barriers to successful employment
* Individualized one-to-one instruction in dealing with personal barriers
* Development strategies to assure community job retention and career advancement
* Individual and group instruction regarding how to avoid victimization in the community
* Personal Vocational Social Adjustment with the Department of Rehabilitation
* Community-based work experience, assessment and follow-up services
* Understanding and participation in serving their community both locally and worldwide; examples include volunteerism, fundraising, voting, etc.

De Anza Instructors also refer students to the State Department of Rehabilitation when they are ready for community employment and do all of the referral paperwork and initial scheduling of appointments.

De Anza also collaborates with HOPE's supported employment department to:
- Keep and maintain an up-to-date list of students who are prepared for community employment
- Provide weekly job preparation classes (Interview skills, resumes, master application
- Provide supervision, support and on-going training to students who maintain community based employment.
- Provide training and support for HOPE job coaches and other staff on an as-needed basis.

HOPE compliments De Anza services by providing production/assembly work at each workshop site, providing transportation, mobility training, independent living skills training, supported living, job development, employment placement services and classroom space in the workshops.

Student Goals are reviewed on a semi-annual basis and tracked daily by each individual floor staff into a Vertex computer system which is a large database which tracks individuals' goals in regard to production jobs worked, classes attended and attendance. The information from the Vertex system can be immediately accessed for individual meetings, goal development and overall progress of each individual student. Each student participates in a formal SEC meeting with their floor supervisor and Regional Center case worker two times per year. If appropriate, family, care-providers and State Department of Rehabilitation counselors may also attend these meetings.

Our courses run Monday-Friday from 8:00-2:30 and our students are enrolled in a 10 unit class each quarter

There are three HOPE locations that offer HOPE – De Anza programs.
Currently **254** students are served on a daily basis. Last year we were serving 316
students as we had the 294 community employment class which is now on hold until the
state can decide how to determine the units and load for the open entry/open exit classes.
Currently, there are fifty- five students on a waiting list for De Anza College to provide
community employment follow along services.

> HOPE Whittier Center
> San Jose, CA 95128
> Fax: (408) 277-0512
> Contact: Monica Sheirich –Vocational Instructor (408) 282-0427
> Part-Time Instructor – **Position to be filled?**
> Instructional Associates – John Legois & Vida Ajdarian
> Instructional Associate – **Position to be filled**
> TEA Admin Assistant I   90-day seasonal-Marilyn Simpkins
>
> HOPE Alfred Street
> 3080 Alfred Street
> Santa Clara, CA 95054
> Fax: (408) 562-1837
> Contact: Chris Magnin – Vocational Instructor (408) 562-1834
> Instructional Associate – **Position to be filled**
>
> HOPE 10th Street
> 2380 South 10th Street
> San Jose, CA 95128
> Fax: (408) 282-0448
> Contact: Sandi Kovach-Long – Vocational Instructor (408) 282-0446
> Instructional Associate – Priscilla Davis

Most of our students continue in the vocational workshops until they get a job in the
community. Due to the current economy and 400,000 manufacturing jobs lost in
California alone during the past 8 years (PBS report) it has been difficult for our students
to obtain and then to maintain their employment for any substantial length of time.
(Longer than 6 months) Many students return back to the workshops as there are no
viable programs available in the community that address our students special needs.
Students enjoy the vocational workshop where they can participate in classes and also do
production work to earn a bi-monthly paycheck. Home Depot, Flextronics, ASL
Computer Services, and Carl's Junior are all examples of either lay offs to our students
and/or cut backs to one to two days per week. Even our students at Safeway and Lucky's
stores have been cut back to a 16 vs. 20 hour work week. Please refer to section IV

II. Retention and growth

A. In spite of one part-time instructor vacating her position and two instructional associate positions waiting to be filled we have still maintained the number of students served in all three of our work activity programs. We have built a collaborative working relationship with one of the Regional Center managers who co-teaches a socialization curriculum with each De Anza Instructor at each of the three HOPE sites. The Regional Center is the agency that refers new students and provides the funding to HOPE. This relationship has helped increase our visibility and diversity of services offered.

Due to current part-time instructional coverage issues we have a waiting list of 50+ students in our supported employment 294 community employment class.

B. We have seen a minor increase in our number of Latino/Latina students served in our work activity programs and a definite increase in referrals from the Regional Center of students on the autism spectrum.

(In regard to San Jose's current population and demographic statistics, 30% of the population is Hispanic or Latino and only 3.5 % are Black or African American. White or Caucasian represent 47.49%.)

C. Please refer to the accompanying charts.

III. Student Equity

Our developmentally disabled students are an underserved population that are also regarded as "vulnerable people" due to common types of abuse such as, physical, sexual, psychological, financial and systematic abuse. (Systematic abuse can be defined as denied accesses to appropriate service due to perceived support needs). Legislation requires educational institutions and training providers to make reasonable accommodations and teaching methods in order to accommodate the learning needs of our students with disabilities. The De Anza faculty at Hope use person centered planning and SEC goals to help students increase their self-determination skills and abilities. We are attending trainings and classes to keep up with the latest trends, resources and legislation affecting our students.
Workers with developmental disabilities have historically been paid less for their labor than those in the general workforce. We still frequently deal with the issue of having our students paid by the use of prevailing wage rates based on their production speed. This is definitely not the same as the non-disabled worker.
This year out of 26 students placed on jobs half (13) were laid off this year and it appears that the current economy was the reason.

IV. **Strategic Planning Initiatives (Community Collaborations, Cultural Competency Outreach and Individualized Attention for Retention)**

De Anza relies on the HOPE program for new student referrals. Due to our specific and unique student population, Hope receives the majority of student referrals from the Regional Center who is also their main funding source. The State Department of Rehabilitation, private rehabilitation agencies and some private family pay also refer a much smaller portion of students to the program.

Due to the increase in students on the autism spectrum being referred to the HOPE programs, De Anza staff has been attending trainings and conferences to be more skilled in addressing the specific and unique needs of these students. This population is where we really need to address student equity concerns and how to provide "best practices" to these new students. Becoming skilled at dealing with this unique population will lead to increased student referrals as we have already seen. De Anza's socialization classes offered at the HOPE programs have increased referrals. De Anza faculty have attended training and classes from San Diego State University and U.C. Davis addressing this specific population and is starting to form a new relationship with the Morgan Center.

De Anza faculty and staff continue collaborations with the Regional Center, State Department of Rehabilitation, HOPE Board of Directors, Supported Life Institute, U.C. Davis Mind Institute, the Fremont Union High School District, the Palo Alto Unified School District and the Morgan Center. Both faculty and staff continue attending conferences, seminars and trainings to learn best practices in training methods and employment for our students with developmental disabilities and those on the autism spectrum. The Regional Center management staff has requested that we focus on work, education, community integration and social needs. The more we address these specific areas the more referrals we achieve.

IV. Strategic Planning Initiatives:

- Continue to teach collaboratively with Regional Center management to build relationships and resources
- Continue to attend conferences related to employment issues for both the developmentally disabled and students on the autism spectrum to stay on top of trends and "best practices.
- Allow the East Side Union High School and Gunn High School post secondary students to observe classes taught by De Anza staff to increase student interest upon transition to the HOPE work activity programs

IV. Strategic Planning Initiatives Continued

Other Collaborative Efforts worth Mention:

 Women and Men's Health and Safety classes are being taught at each HOPE site with a De Anza faculty member and a Regional Center manager. This successful collaboration has proven to be an excellent reason to refer students to our sites. The reduction of victimization of our population is extremely critical in helping our students maintain successful employment in the community.

The HOPE Whittier De Anza program's annual music performance had in attendance over 200 parents and extended family, Board and Care providers, Regional Center staff and some of Hope's board of directors. This is a special and unique program that utilizes music to build socializations skills and has been especially effective for our students on the autism spectrum. This drew much attention from other colleges and programs serving students on the autism spectrum and is being recreated to reach some of the students with more severe communication skills.

Another socialization class focusing on helping our students increase their analytical skill building, creativity, vocabulary, and imagination ended up producing a book which sold over 150 copies.

Continuing to build, learn and share resources has been effective in continuing a solid referral base. Keeping on top of the latest trends especially in serving students with autism will be crucial in our continued success.

V. Budget Limitations:

A. We have lost one full-time instructor position and one classified staff (level 52) position and one part-time instructor position over the past two years that have never been refilled. The classified staff was in charge of all registration activities for each of the individual HOPE sites serving De Anza students. This was a very difficult loss as it directly impacted each De Anza instructor's administrative paperwork duties. The loss of the part-time instructor position resulted in a suspension of the 294 community employment program with a current waiting list of 50+ students.

We are finally setting up interviews to fill two classified Instructional Associate positions at both the Whittier and Alfred Street sites. Both De Anza instructors at the two sites have taken up the workload that these two people performed.

It is very important that the two classified positions and part-time instructor positions get filled to be able to provide the best service and instruction possible to the students we have currently enrolled. The community employment component is a very important aspect to the De Anza program at Hope as the supported employment department relies on the educational training and expertise of the De Anza instructor to interface with each individual student, employers, families, Regional Center caseworkers and the State Department of Rehabilitation.

A major budget issue that directly impacts our students at the HOPE programs is the current state budget and the amount of people out of work competing for the same jobs.

V. **Consequences to students and the college in general if the program was eliminated.**

    B. Thirty-four years ago De Anza college started a partnership with HOPE Services to better serve the college-age, developmentally disabled student population that was mandated by the state to serve. HOPE has been in the business of helping people with developmental disabilities for over fifty years. The De Anza Program at HOPE brings a myriad of valuable teaching resources that would not otherwise be provided that specifically address such issues as community employment, safety, non- victimization, socialization, entry level computer skills and supports and accommodations to assist students in achieving their employment goals. This partnership still exists today and it is even more important for colleges to serve all students wanting an education in their community. Our program at HOPE is an excellent example of a community college that is accessible to all students.

        If the college eliminated the program at HOPE, many of the students may choose to continue at HOPE, but they would not find the same level of updated teaching resources and support services for their vocational goals. A majority of HOPE work activity program staff have the equivalent of a high school education and were hired to train the students in production only. The loss of the De Anza component would take away an important educational piece that is necessary for future employment goals.

        Since the college is mandated to serve all students, some of these students may make their way back to the De Anza College campus again. Is the campus prepared to serve this population, especially with the higher influx of students with autism spectrum disorders?

VI Assessment of Program

There are several program management tools used to assess our students' progress, and HOPE's overall success and findings.

- An annual and semi-annual staffing meeting for each individual student with their IHC team members (SEC review)
- Daily student tracking sheet of goals/classes attended
- HOPE Services annual client satisfaction survey (given to every client in every workshop)
- A monthly - Work Activity Trend Analysis Survey
- Monthly/annual attendance report for each workshop
- SEC annual outcomes report indicating percentage of client goals actually achieved (attendance, percentage of paid work, meeting individual goals set in SEC)
- Supported employment annual report indicating number of students that are currently working in the community and those that have lost their jobs.
- Monthly work services report indicating the amount of production work in each work activity program

2008 In Review:

•Out of 110 students requesting community employment at our 3 De Anza HOPE sites, 26 De Anza students were placed on jobs (24%).
(Targeted goal for all 10 sites at Hope is 54)

• De Anza students overall attendance in all 3 work activity programs was 90.3%
(Targeted goal for all 10 Hope sites was 94%)

• Percentage of time De Anza students spent earning wages in the work activity center was 30.7% down only 3.5% from last year. (This percentage has ebbed and flowed only 7% in the past six years with 2005 being the worst for production work in the workshops to date. The goal for all Hope programs continues to be 50%.)

74% of De Anza students are meeting their SEC goals. We need to reach 90%. De Anza faculty need to address this issue by putting more focus on how we can assist and teach students in identifying pertinent goals for themselves and have them be more actively involved in their planning. Students need more training on the SEC process and why their participation is so valuable in determining future goals. We continue to work on making each student goal a measurable one and are working on getting better with this. Frequently students will say, "I don't know," and due to indecision and time constraints the instructor often helps to identify a goal that may be mutually agreed upon in the SEC meeting but later might not have value for the student personally.

VII. State and Federal Mandates that Impact our De Anza Program at Hope

There are several state and federal mandates that we have to follow when serving our special education students at the Hope programs.

Title 5 Educational Code: Educational guidelines for community college districts that offer support services and instruction through disabled student services on or off campus. Title 5 defines "student with a disability", "educational limitation", determination of eligibility, student rights and responsibilities, support services, student educational contracts, special class instruction, special class repeatability, reporting requirements, and staffing guidelines.

The Lanterman Act: Section 4620 states "In order for the state to carry out many of its responsibilities as established in this division, the state shall contract with appropriate agencies to provide fixed points of contact in the community for persons with developmental disabilities and their families, to the end that such persons may have access to the facilities and services best suited to them throughout their lifetime. It is the intent of this division that the network of regional centers for persons with developmental disabilities and their families be accessible to every family in need of regional center services".

The Legislature finds that the services provided to individuals and their families by regional centers is of such a special and unique nature that is cannot be satisfactorily provided by state agencies. **Therefore, private nonprofit community agencies shall be utilized by the state for the purpose of operating regional centers."**

The Lanterman Developmental Disabilities Services Act declares that persons with developmental disabilities have the same legal rights and responsibilities guaranteed all other persons by federal and state constitutions and laws, and charges the regional center with advocacy for, and protection of, these rights.

Title 17- Public Health & Welfare Specifically sections 50401 to 50429 dealing with client's rights, advocacy and service provider accountability. Since Hope is a service provider contracted by the Regional Center we are accountable for following the rules and regulations mandated by the state for these clients.

Americans with Disabilities Act

Legislation to provide non- discrimination against individuals with disabilities persists in such critical areas as **employment**, housing, public accommodations, **education,** transportation, communication, recreation, institutionalization, health services, voting, and access to public services and provide legal recourse if these rights are violated.

Program Strengths/Areas for Improvement
De Anza Program at Hope
2009 Program Review

VIII.

Program Strengths: The De Anza Program at Hope has been in existence for over 34 years. We continue to receive new students each quarter referred by the Regional Center. We have maintained our enrollment despite having two vacant positions open that directly serve students on a daily basis. Our students report that they feel "Happy and Safe" in the HOPE workshops and enjoy taking classes and working. The students' attendance last year in all three HOPE sites exceeded 90%. Those De Anza students that got jobs in the community during 2008 maintained their jobs for over six months. Faculty and staff continue to attend classes and educational trainings to address not only the developmentally disabled student but students on the autism spectrum.
At the end of last year we were able to order a substantial amount of educational student materials that will add a much needed boost to our daily programming/teaching. We ordered special education teaching materials directly addressing the needs of our students with developmental disabilities in such areas as Communication, computers, job preparation, overall health, and life skills necessary for successful community employment.

VIII. Continued - Program areas for Improvement:

We need to fill the two vacant Instructional Associate positions at both the Whittier and Alfred Street sites so that students can have more one to one instruction. We also need to address the part-time faculty issue so that we can enroll and serve those students on the community employment waiting list (55+)

The other area that would make our program better is to have more production work in each of the work activity programs. This is an area that HOPE marketing and development are working on. They just spent $100,000 on a commercial marketing campaign targeting newspapers and radio.

De Anza College Student Services
2008-09 Program Review Instrument
De Anza Program at Hope
Each program and department is asked to complete the following 2008-09 Program
Review instrument. These Program Reviews will be used to make planning decisions for
the 2009-10 year and/or address plans for 2008-09.

Service/Program Snapshot. Provide as much information as available

	2007-08	2008-09	Impact of Reduction/Increase (If applicable)
Budget Total			
A budget		314,476	
B budget		7,624	
C budget			
PfE			
DASB			
Grants			
Other			
# Staff – Total	10	8	
Classified Contract	5	3	Waiting for 2 I.A positions to be filled
TEA	2	1	Lost one TEA due to part-time instructor going back to full time classified
Faculty	3	3	Lost part-time faculty which severely impacted our 294 community employment class. A loss of 51 students
Part-time Faculty	1	0	
Students	316	254	Majority lost to 294 class
# Students Served (unduplicated)	23	23	
# Students Served (duplicated)	293	231	
Ratio of staff to students	1-32	1-29	

Demographics of Students Served - Please refer to accompanying Chart

Ethnicity	2007-08		2008-09	
	Number	Percent	Number	Percent
African American/Black				
Amer. Indian/Alas. Nat.				
Asian American				
Chicano/Latino				
Filipino				
Pacific Islander				
Other				
White				
Decline to state				

| Gender	2007-08		2008-09	
	Number	Percent	Number	Percent
Female			120	
Male			135	

2007 Statistics   **Hope/De Anza Sites: Whittier, Alfred Street & 10th Street**

Students Currently Served	Student Percentage by ethnicity
Asian/Pacific Islander	25
African American/Black	4
Caucasine/White	53
Hispanic	17
Other	1
Unknown	1

Student Percentage by ethnicity

- Asian/Pacific Islander
- African American/Black
- Caucasine/White
- Hispanic
- Other
- Unknown
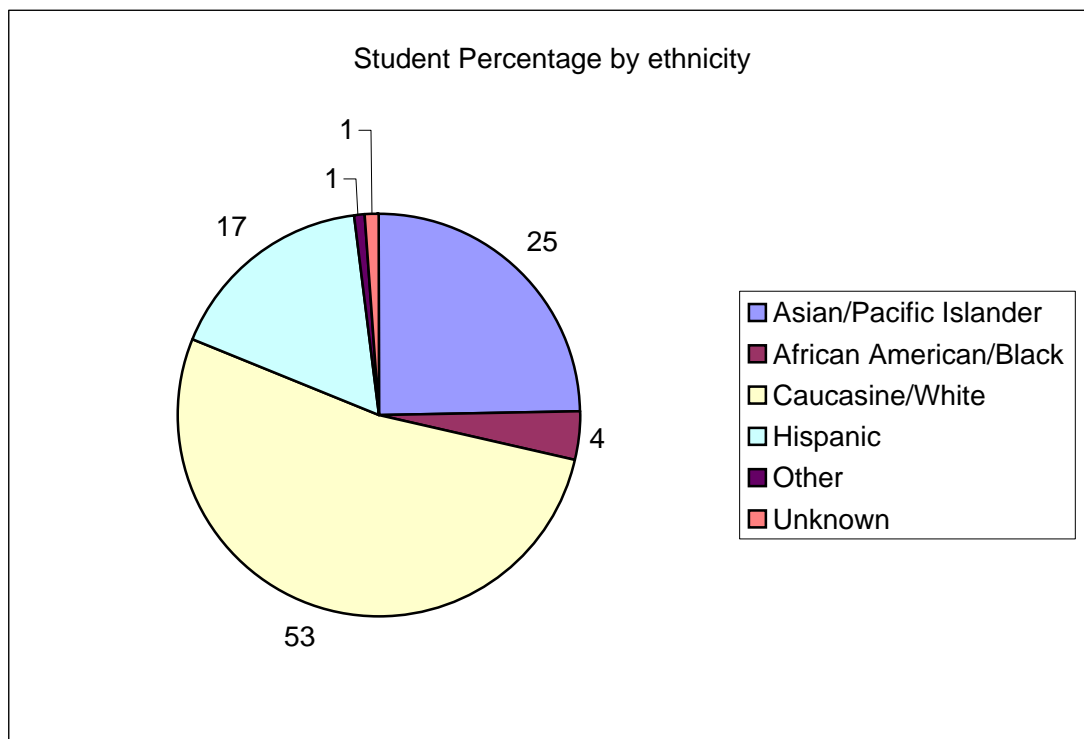
2008 Statistics
Whittier, Alfred & Tenth

Students Currently Served	Student Percentage by ethnicity
Asian/Pacific Islander	24.5
African American/Black	3.5
Caucasine/White	50.9
Hispanic	18.9
Other	0.5
Unknown	1.6

Student Percentage by ethnicity
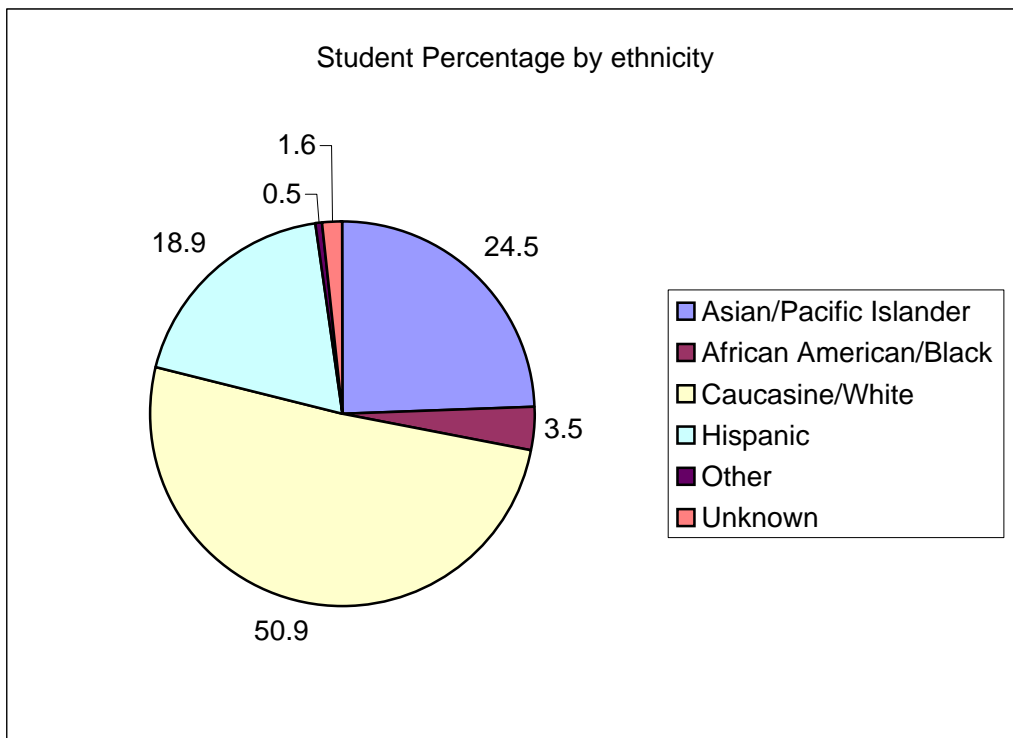
A slight increase just about 2 % in Hispanics currently being served at the Hope sites

Student Services
2008-09 Program Review
Instrument

Department or program: _____International Student Programs_____

Name and title of preparer(s): ____Marilyn Cheung, Director_____

In providing responses in the following areas, **please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

    I. **Description and mission of the program.** Provide a brief description of the program including any services provided and the program's mission.

    II. **Retention and growth.**

        A. How has the program responded to the institutional goal of increased access, growth and retention?

        B. How has the program responded to the institutional goal of increased access, growth and retention <u>specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a, Students with Disabilities</u>?

    III. **Student equity.** In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

    IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).** Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

    V. **Budget limitations. (**Please be specific in your responses.)

        A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

        B. Identify any other implications affecting your program: e.g. technology, staff, Facilities.

        C. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

VI. **Assessment of program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).

VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

- **State and Federal mandates**. What State or Federal mandates impact the work you do?

- **Trends.** Describe any positive and/or negative trends in the program.

- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

VIII. **Program strengths/areas for improvement.**

A. Provide a summary of the program's main strengths.

B. Provide a summary of the program's main areas for improvement.

IX. **Suggestions for campus-wide change.**

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

Name of Program_____International Student Programs_____

Name of Preparer(s)_____Marilyn Cheung_____

Each program and department is asked to complete the following 2008-09 Program Review Summary. These Program Reviews will be used to make planning decisions for the 2009-10 year and/or address plans for 2008-09.

Service/Program Summary. Provide as much information as available.

	2007-08	2008-09	Impact of Reduction/Increase (If applicable)
Budget Total			
A budget	$771,620	$808,749	Additional counselor and staff would reduce student wait time, reduce the need on overload, improve student persistence such as offering more COUN 100.
B budget	$ 67,466	$ 62,267	Due to the lost $50,000+ application fee (part of original B Budget), ISP had to cut back on programs and services and close admissions early. Return of funds can ensure higher number of applications processed and resulting in more tuition revenue.
C budget			
Strategic Planning			
DASB			
Grants			
* Other A Budget B Budget C Budget	$60,590 $32,000 (12/08-1/09	$28,316 $48,497 $ 8,323 (as of 1/09)	These dollars are from Fund 15, to supplement insufficient funding in Fund 14. Despite growth in int'l student enrollment annually, the College and District did not give any additional funding to ISP for operation and staffing.
# Staff – Total			
Classified Contract	6.5	7.5	More students would be served if Academic Advisor position is increased to 1.0 FTE .
TEA	1.0		Seasonal
Faculty	2.0	2.0	Int'l student enrollment increased by 64% between 2001 and 2008, from 958 students to 1511. Yet, no additional counseling resources were given to ISP. Students have longer wait period to see a counselor. Personal issues requiring counselor attention has increased due to larger population.
Students	6.0	6.0	
# Students Served (unduplicated)	1,655	1,816 (incl. Sp'09 estimate)	Additional resources are needed to sustain growth. Without such resources, ISP will need to set earlier application deadlines or refer students to later quarter or to Foothill and other colleges. This will impact revenue for the District.

# Students Served (duplicated)	20,070	11,483 (July – Dec. 2008)	Student traffic has increased due to growth. These numbers are based on students who signed in at the Front Desk only. An estimated 40% increase if those students who contacted individual staff directly were included. Reduction will mean the office not able to retain current office hours since lots of document processing, data entry, and note taking need to be done.
Ratio of staff to students	1:195 1:662	1:191 1:726	*# of FTE staff: # of unduplicated students # of FTE Counselor & Academic Advisor: # of unduplicated students* The current ratio between students and counselor/advisor is far below the standards (1counselor: 300 students) recommended by the governing professional organization, the Association of International Educators.
WSCH			

*For categorical funding, please supply any additional data for clarification.

*Demographics of Students Served (if available)

Ethnicity	2007-08		2008-09	
	Number	Percent	Number	Percent
African American/Black				
Amer. Indian/Alas. Nat.				
Asian American				
Chicano/Latino				
Filipino				
Pacific Islander				
Other				
White				
Decline to state				

Gender	2007-08		2008-09	
	Number	Percent	Number	Percent
Female	635	49%	752	50%
Male	659	51%	759	50%

*For categorical funding, please provide all information available at this time.
2/4/09

Student Services 2008-09 Program Review

Program: International Student Programs
Prepared by: Marilyn Cheung

I.   Description and Mission of the Program

International Student Programs (ISP) is the office that is responsible for all aspect of international student programs and services at De Anza College. Its mission is to provide a user-friendly environment whereby international students on F-1 visa/status can receive the needed programs and services to ensure a rewarding educational and personal experience at this College. ISP also serves as a resource to the campus community on information and resources concerning international education and activities, and as the monitor of governmental policies and regulations concerning international students.

II.   Retention and Growth

The heart of International Student Programs'(ISP) success is our mentoring approach to serving De Anza's international students and our office being "one stop shopping" for the students. ISP offers a comprehensive range of services to international students, which begins with recruitment and outreach, to application processing and admissions, New International Student Orientation Program, immigration advising, student assessment, Counseling 100 course, development of education plans, course registration, career counseling, transfer services, degree filing and graduation.

Access – ISP regards accessibility as two-way traffic: ISP access to students and student access to ISP. ISP utilizes available technology to the fullest extent possible; examples include communications with students via ISP's own listserv for its announcements, newsletters, workshops and sharing of information, such as students selling cars, looking for roommate, etc. ISP maintains its own website whereby information for prospective and continuing students is given. ISP is open five days per week, including Friday afternoons when many offices are closed on campus. The intensity of demand for services by international students is huge. For the calendar year of 2008, ISP served an estimated 21,802 students (duplicated), averaging 1,817 student per month. This represents 60% increase from the year 2005 with 1,082 students per month. This is based on statistics gathered at the Reception Counter only, not taking into account other contacts made by individual staff.

Growth – In Fall 2008, international student enrollment hit the 1500 mark. International student enrollment increased by 64%, from 958 in Fall 2001 to 1511 in Fall 2008. De Anza's international student population has been growing at a much faster rate than Foothill campus. The growth is a result of successful and proactive recruitment and outreach efforts conducted by ISP, as well as De Anza's excellent academic reputation and transfer rate, and its location and proximity to various ethnic communities in Silicon Valley. The tuition and fees received through international students represent a significant amount in the District's overall revenue. Despite the economic crisis, De Anza's international student population is expected to continue to growth since community college is more affordable.

Retention – International students are required by the Department of Homeland Security to be full-time students and must complete a minimum of 12 units each quarter. Furthermore, international students are highly motivated and goal oriented. According to Fall 2008 statistics,

- 70% of international students is registered in 12-18 units
- 20% of international students is registered in 18 or more units

To ensure a high student retention and success rate, ISP provides three Orientation Programs each year and require new students to enroll in the Counseling 100 course prior to course registration. In addition to personal counseling and advising, ISP offers numerous workshops each quarter on different topics, organize enrichment activities and outings, and even have links to various foreign news websites on the ISP homepage. ISP staff stays current on national and international best practices for students through conferences and professional developments. ISP work closely with many programs and departments on campus, such as Career Center, Tutorial Center, Skills, Writing and Reading Center, Disabled Student Services, Student Health Service, Listening and Speaking Lab, Nursing, Student Activities, and more.

Majority of international students at De Anza are transfer bound. To ensure that ISP staff receive updated information concerning transfers, the staff attends the CSU and UC transfer conferences and establish increasing linkages with transfer institution's international admissions personnel. An annual International Student Transfer Day event is organized jointly between the two international student offices at De Anza and Foothill. Annually, approximately 33% of all transferring international students transfer to a University of California campus; another 35% transfer to a California State University campus. Other top universities receiving our international students are Cornell, Yale, Purdue, University of Southern California, Columbia, New York University, and more.

III.   Student Equity

ISP follows the equity plan developed by the Counseling Division. ISP works with a targeted population – F-1 visa international students. Students are admitted upon meeting the admission requirements. There are no quota on students according to nationalities, academic backgrounds, etc. To serve our international students well, ISP has multi-lingual staff and hire student assistants from different countries.

Efforts toward achieving equity goals and decrease gap. Through coordinated efforts in international student recruitment to new countries, we have seen an increase of international students from countries such as Nepal and Sri Lanka. Being one of the larger colleges in the South Bay with a broader offering of student services, ISP has seen a gradual increase in the number of international students with disabilities. Hence, the awareness within the community that De Anza offers a broad range of services to disabled students is evidenced.

The breadth and depth of our programs and services are nonpareil. In addition to providing basic counseling and immigration services, part of ISP's mission is to educate our international students that their reason for being here is more than just getting an education. We are constantly educating them on the values of being a well-rounded person. ISP's efforts have certainly increased student success. This is demonstrated by the following outcomes:

- International students are active with student government and leadership. Several of ISP's current and former staff serves as advisors to various student clubs on campus.
- ISP support adjunct study skills classes by encouraging students to take them. Example: Referral of students to MPS.
- The academic performance of De Anza's international students.
- The high transfer rate, as well as transferring to prestigious universities and institutions in California and other parts of the country, such as Cornell, NYU, Purdue, Rhode Island School of Design, etc.

IV. Strategic Planning Initiatives

In addition to the above, examples of how ISP has engaged in the college's Strategic Planning Initiatives included:

- Marilyn Cheung works closely with John Swensson on the Global Education Partnership and promote linkages with foreign institutions and study abroad opportunities, such as sister school relationship with Beijing Institute of Petrochemical Technology and summer study tours to Vietnam and China.
- ISP has been involved in some of the projects that Skip Barnes has developed for Professional and Workforce Development.
- Together with Rob Mieso of Outreach, the two offices serves an increasing number of returning U.S. citizens from abroad. We also reach out to local high schools that might have international students enrolled and participate in some of Outreach's events, such as Parent Nights.
- ISP conducted a survey among its international student population in Spring-Summer of 2007 on how students learned about and selected De Anza and their transfer goals. This survey provided additional insights to ISP on how to improve its programs and services toward student persistence, retention, and success.

V. Budgetary Limitations

A. ISP's Fund 14 B Budget was reduced significantly in 2007 when the College via Jeannine Hawk took away the $50 application fee that international students paid when they apply to De Anza. The amount totaled approximately $50,000+ annually and was ISP's B Budget. The application fee collected from each student was to pay for operating expenses related to application processing, admissions and orientations. This loss of this revenue has impacted our operation significantly since the funds paid for postage, printing, orientation luncheon, salaries, supplies, etc. More importantly, by taking the application fee away from ISP, the College is no longer using the funds according to the purpose it was intended for, and this may create questioning from the student body in the future.

Despite the impressive growth in international student enrollment in recent years, there has been no additional counseling resources directed to ISP. Beginning in 2005, international student counselors dropped from 2.5 to 2.0 FTE as one counselor on loan returned to General Counseling. This reduction in counseling staff has created a tremendous burden both in the delivery of daily counseling services and in teaching Counseling 100 courses. During peak periods of each quarter, students may wait 30-45 minutes to see a counselor for drop-ins and need to schedule an appointment 2 weeks in advance. This situation has resulted in students seeking counseling services more and more from the Counseling Center. The concern is that information provided by the General Counselors would not be adequate and complete due to immigration rules and regulations that go hand-in-hand with academic policies. Though an Academic Advisor was assigned to ISP for 50% time beginning in 2008, this does not replace the critical need for counselors in order to address increased personal issues that have resulted from the growth of international student population.

The standard for international student to counselor ratio as set by the governing organization, the Association of International Educators, is one counselor to every 300 international students. De Anza College is far below that standard with a ratio of 1:662 in 1007-08. This could jeopardize the college's position in the international education arena. According to the District, when a program demonstrates growth, additional resources would be given to that program. So far, no additional resources have been given to ISP in terms of counseling and administrative staffing, not to mention the $50,000 that was taken from ISP B Budget. The District expects international student enrollment to increase due to the needed

revenue generated from tuition and fees. ISP wishes to be a team player and contribute; however, the Program is very concerned about its ability to sustain continued growth. It is recommended that an additional 1.0 FTE counselor be added by Fall 2009 and increase the Academic Advisor position to 100%. Another 1.0 FTE counselor is recommended beginning with 2010-2011 academic year since it is anticipated that international student population will reach 1700 within the next 2-3 years.

B. In addition to the above mentioned, another area needed is information technology (IT) for immigration and SEVIS needs. Since the creation of Department of Homeland Security and SEVIS, additional responsibilities have been assigned to each institution in terms of international student data management, tracking, and reporting. Institutions with large number of international students generally hire an IT person to manage these functions. Joseph Ng is currently the International Student Advisor overseeing this area, and Quan Peng is the A&R Administrative Assistant responsible for data entry. However, as more and more technology based functions are utilized, as Banner is adopted by FHDA, and online international student application (CCCApply) will be initiated next year, an IT person is strongly recommended to oversee the technology needs of this program.

ISP will be moving to a new location, LCW 102, in the Spring Quarter. This space is already tight for the current staffing and therefore cannot accommodate growth in the future. Additional space is needed.

C. If the International Student Programs is eliminated, then the key question is how will the College absorb the mirage of specialized and complex functions and responsibilities currently carried out by ISP. Or is the College planning to reduce the number of international student significantly? Employees working with international students need to possess special skills and backgrounds. International student recruitment and retention will suffer due to the lack of a centralized unit if international student services are decentralized. International students also contribute towards the diversity and overall enrichment of the campus community, as well as elevate De Anza's standing with transfer statistics since 37-40% of all international students transfer to the UCs and other prestigious universities.   Among all community colleges in the United States, De Anza College has the third largest international student population (F-1 and other visas holders).

VI.   Assessment of Program

Via FSA Altlas (international student data management software) and SEVIS, ISP is able to gather statistics for assessment and trend analysis. Furthermore, ISP works closely with Andrew Lamaque of Institutional Research. Together, Marilyn and Andrew oversee the annual Open Doors (national clearinghouse on international students) statistical analysis, track international student enrollment, non-resident revenue, conduct surveys, etc. ISP also works closely with Assessment Center in assessing student performance on placement test. Attached please find examples of some assessment conducted by ISP.

VII.   Additional Comments

As indicated in this report, ISP works closely with many departments and programs on campus. International students' demand for courses is high since they are mandated by the U.S. government to be full-time students and because they are transfer oriented. ISP has established the necessary protocols with Cashier and A&R when students make petitions and change status to permanent residents. To attract more U.S. citizens who are non-residents during their first year, Marilyn developed the Overseas U.S. Citizen and Immigrant Assistance Program. For this Program, ISP work closely with Outreach, A&R, Financial Aid, and Counseling Center.

Any institutions enrolling international students on F-1, J-1 and M-1 visas must be certified the Department of Homeland Security (DHS) and SEVIS, which are the federal agencies governing international students in this country. Hence, the institution must comply to all laws and mandates set forth by DHS and SEVIS, as well as the Department of State. If an institution fails to comply to the parameters set by DHS, then the institution will loose its certification. This is the reason why specialized skills and trainings are required to work in international education and when hiring employees, these skills and experiences must be taken into consideration.

Though it is difficult to predict the growth rate for De Anza given the current economic crisis, regardless, it is predicted that community colleges may be in an even stronger position in attracting international students due to its affordability compared to universities and deferred transfers to universities. Revenue generated through international student tuition plays a major role in the District budget. Given the budget crisis that FHDA is experiencing, the District depends even more on the revenue generated from non-resident tuition, of which an average of 75% are from international student tuition.

De Anza and ISP's accomplishments with international students in recent years are envied by many community colleges and regarded as a model program. Students and visitors are able to access ISP five days a week, which is needed given the diversity of services provided and the size of our international student population and prospective students whom ISP serves. Having a full service international student office whereby international student counselors are housed within is another contributor of ISP success. At some colleges, the counselors are either located in the Counseling Center or work with domestic students as well. For example, the international student counselors at Foothill, Diablo Valley College, Laney, College of Marin, are housed at Counseling Center. This creates confusions among students, and counselors may not be properly trained or knowledgeable enough about international student needs. Also, the requirement of new students taking Counseling 100, or an orientation to college course, prior to registering for other courses has proven positive since students are better prepared and able to receive the necessary academic and transfer information early to be successful. At Foothill, and many colleges, including City College of San Francisco, new international students are not required to take Counseling 50 course prior to registration.

VIII.   Program Strengths/Areas for Improvement

A. *Program's main strength*. The following are some of the main strengths:

- Being a one-stop center whereby services for international students are centralized is one of the biggest assets for ISP and a model for many colleges. When services are dispersed and not specialized, then student ambiguities and frustrations can be high.
- Accessibility of ISP to international students despite limitations in resources. This include extensive counseling and advising hours allowing more student contacts, Friday afternoon office hours, and well distributed counseling services during summer months.
- Frequent and informative communications with international students through ISP listserv, website, and quarterly newsletters encouraged students. These include updates on immigration and academic policies and regulations, community events, fun activities, tips on study skills, and other news.
- Highly committed team of staff that created a mentoring, caring, and user-friendly environment for our students.

B. *Areas of improvement.* The following are some areas for improvements:

- Encourage more students to see counselors when personal issues arise, and attend workshops that address these topics, such as personal safety, relationship issues, etc.
- Develop pre-arrival academic planning guidelines so new students could register for courses overseas prior to arriving in the U.S. However, the concern is that students may feel less need to attend Orientation as a result.
- Work with the college to ensure course availability so Orientation can be scheduled closer to the start of the new quarter, rather than one month prior to quarter begins. This will encourage more new international students to attend Orientation and save money on housing.

IX.   Suggestions for Campus-wide Change

A. It is recommended that the College offer more General Education courses in the areas of English, ESL, Math, Biology, Chemistry, etc. There are high demands for these courses among both domestic and international students.

STUDENT SERVICES
PROGRAM REVIEW 2009-2010

DEPARTMENT OR PROGRAM: <u>Office of Outreach and Relations with Schools</u>

NAME AND TITLE OF PREPARER(S): <u>Rob Mieso, Director</u>

In providing responses in the following areas**, please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

I. **Description and mission of the program.** Provide a brief description of the program including any services provided and the program's mission.

The Office of Outreach and Relations with Schools implements the Outreach Strategic Initiative and coordinates campus wide outreach activities. With emphasis on targeted outreach to underrepresented students, Outreach works with more than 72 high schools and school districts throughout Santa Clara County and the Peninsula. We provide services aimed at improving college access and attracting diverse student populations to De Anza College. Through a variety of activities that include college fairs, parent nights, campus tours, and more, Outreach provides valuable information about admission requirements, academic and vocational programs, financial aid, transfer, campus life, student support services, and much more, to prospective students and parents. We also host major events on campus, including our new student and parent events, high school partners' conference, student conferences, and campus tours.

II. **Retention and growth.**

A. How has the program responded to the institutional goal of increased access, growth and retention?

The Office of Outreach and Relations with Schools has primary responsibility for implementing the Outreach Institutional Initiative to increase access and growth. We also link students to support services, do follow up with new students, and work closely with student support programs to increase retention. Consistent with the institutional strategic planning goals, Outreach works to improve access and overall enrollment, particularly for underrepresented/underserved populations. In addition, the program works collaboratively with instructional divisions and departments to develop effective in-reach strategies and support student retention and success. Below are highlights for 2007-08:

- Participated in 239 outreach activities, serving 72 area high schools and increasing number of prospects to over 2,500.
- Partnered with divisions, department, and programs to identify opportunities for collaboration in outreach/in-reach activities.

- Hosted two major New Student & Parent Nights, with combined attendance of approximately 3000 students and parents.
- Increased new college applicants and students registering for Counseling 100.
- More than doubled placement tests at high schools to 25 in 07-08.
- Developed conference sessions for Fremont Union HSD English Language Development students, introducing them to De Anza ESL program and faculty.
- Worked collaboratively with student support programs such as Financial Aid, SSRS, Summer Bridge, First-Year Experience, Puente, and DSS to connect students to support services and increase their retention and success rate.

B. How has the program responded to the institutional goal of increased access, growth and retention <u>specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students</u>?

- Developed a partnership with the East Side Union High School District, increasing targeted outreach to Latino, African American, Filipino, and Pacific Islander students.
- Continued existing partnerships with schools and groups serving target populations.
- Continued to expand outreach services to non-traditional alternative and continuation high schools that serve large targeted populations.
- Continued strong partnerships with high school staff through open communication and hosting a conference for high school partners.
- Expanded the prospective student conferences for Latino and African Ancestry students, hosting 1200 students of color over three sessions.
- These efforts have helped increase enrollment of targeted population. Enrollment increased fall 2007 to fall 2008 as follows:
    - Latino student enrollment increased by 30%
    - African American students increased by 39%
    - Pacific Islander enrollment increased by 47%
    - Filipino students increased by 14%

III. **Student equity.** In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

Outreach has worked to close the enrollment gap by increasing enrollment of underrepresented populations, as shown above. Our in-reach efforts connect students with support programs to increase retention, and increase enrollment of underrepresented students in programs like the sciences and arts.

IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).** Other than what was mentioned in II and III above, what other Strategic Planning Initiatives has the program addressed and in what ways?

In addition to implementing the Outreach Strategic Initiative, the Office of Outreach and Relation with Schools works in close collaboration with the other strategic initiatives to support student access, retention and success.

V. **Budget limitations.** (Please be specific in your responses.)

    A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

Outreach remains understaffed for the scope of its operation. With only two full time staff (one director and one outreach assistant), Outreach relies heavily on student ambassadors both for office support and outreach activities at local high schools. Most students lack the knowledge, skills, and experience to effectively serve as outreach professionals, which requires our limited staff to spend a lot of time training and supervising student ambassadors. Making the challenge even worse is the fact that students have other priorities, and often don't stay for more that a few quarters. In addition, most student ambassadors have limited availability and cannot always participate in outreach activities when needed.

    B. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

The Office of Outreach and Relations with Schools has the primary responsibility of implementing the Outreach Institutional Initiative, one of the four strategic initiatives of the college. Outreach plays a direct and critical role in supporting the college's growth and retention goals. It is the face of the college in the community and the first point of contact for most new students and parents. Outreach also plays the important role of representing the college and maintaining relationships with high schools, school districts, and community organizations. Without outreach, the college can potentially suffer a significant loss in student enrollment, and most importantly its image, presence and visibility in the community. Without outreach, there will be no targeted outreach, and the college's institutional goal of increasing access and enrollment of underserved and underrepresented student populations would not be carried out.

VI. **Assessment of program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).

Outreach strategic planning measurable goals and outcomes for 2007-08:

Goal: The number of new student prospects will increase 10%.
Result: The number of prospects increased by more than 300%.

Goal: The number of visits coordinated by outreach staff will increase 5%.
Result: Outreach events increased by more than 30%.

Institutional Measurable Outcomes for 2007-08:

Goal: On-campus FTES enrollment will increase 2% annually.
Result: Total enrollment (head count) increased by 14%.

Outreach strategic planning measurable goals and outcomes for 2008-09:

Goal: Latino new student enrollment for fall 08 will increase by 10%
 Result: Latino student enrollment increased by 30%.

Goal: African American new student enrollment for fall 08 will increase by 5%
Result: African American enrollment increased by 39%.

Goal: The total prospect database for 08-09 will not drop below 1500.
Result: Will be reported at the end of the 08-09 academic year.

VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

  Outreach works with programs and services across the campus, both in Instruction and Student Services. We maintain a master outreach calendar to coordinate campus wide outreach activities, and work collaboratively with outreach staff in Financial Aid and EOPS to leverage existing resources and minimize duplication of effort. We also work closely with programs like DSS, EDC, SSRS, Puente, First-Year Experience, Summer Bridge, and the new IMPACT-AAPI program for Asian American and Pacific Islander students, assisting in their recruitment efforts and connecting new students to support services. We also work collaboratively with ICCE, co-hosting events, and coordinating our community calendar. We collaborate with other local community colleges on major regional events such as WACAC, to maximize our efforts and resources.

- **State and Federal mandates**. What State or Federal mandates impact the work you do?   N/A

- **Trends.** Describe any positive and/or negative trends in the program.

Positive trends in Outreach include:
  - Growing enrollment of underrepresented student populations
  - Increased engagement with high schools and school districts in the region.
  - Strong collaboration with the East Side Union High School District and the Fremont Union High School District, and Cal-SOAP.
  - Significantly improved, favorable image of the college in the community
  - Increased awareness of outreach as an institutional function

Negative trends that might impact Outreach include:
- Loss of Job Corp sites will impact enrollment, require more effort on our part to increase on campus enrollment.
- Reduction in available sections will have a negative impact on new students
- Possible job cuts at the high schools could impact our ability to serve students, particularly if counselors and career-techs are let go.
- Potential layoffs at De Anza would also decrease services, sections, and other support for students most in need of it.
- As more students come to De Anza due to economic conditions and enrollment caps at UC/CSU, there will be increased demands on Assessment, Counseling, and other programs. These reductions compromise our ability to support students we recruit, especially the most in need of personal assistance.

- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

  Foothill College has five full time outreach specialists, compared to De Anza's one outreach assistant.

VIII. **Program strengths/areas for improvement.**

A. Provide a summary of the program's main strengths:
- Outreach runs a highly productive, low cost, and very efficient operation, serving more than 72 high schools with just two full time staff and student ambassadors.
- We maintain strong collaboration with local and regional high schools, school districts, and community organizations.
- We increase the enrollment rate of underrepresented populations, and support institutional growth goals.
- We work collaboratively with divisions, departments, and programs across the campus.
- We maintain a positive image of the college in the community.

B. Provide a summary of the program's main areas for improvement:
- Better staffing
- Better facility

IX. **Suggestions for campus-wide change.**   - N/A

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

De Anza College Student Services
2008-09 Program Review Instrument

Each program and department is asked to complete the following 2008-09 Program
Review instrument. These Program Reviews will be used to make planning decisions for
the 2009-10 year and/or address plans for 2008-09.

Service/Program Snapshot. Provide as much information as available

	2007-08	2008-09	Impact of Reduction/Increase (If applicable)
Budget Total	79,395	87,514	
A budget	74,395	82,514	
B budget	5,000	5,000	
C budget			
PfE			
DASB	18,755	12,965	
Grants			
Other (Strategic Planning)	203,106	47,000	Elimination of major events, reduction of outreach activities, less schools served, limited visibility
# Staff – Total			
Classified Contract	1	1	+ 1 Administrator
TEA			
Faculty			
Students	7	6	
# Students Served (unduplicated)	2,500*	2000	*direct contact prospects, follow up done through response cards
# Students Served (duplicated)	20,000*	15,000	*students served in 72 high schools
Ratio of staff to students	1:1250	1:1000	

Demographics of Students Served (if available) – N/A

Ethnicity	2007-08		2008-09		Comments
	Number	Percent**	Number	Percent	
African American/Black		10%			**estimate
Amer. Indian/Alas. Nat.		5%			
Asian American		20%			
Chicano/Latino		30%			
Filipino		10%			
Pacific Islander		10%			
Other					
White		15%			
Decline to state					

Gender	2007-08		2008-09		Comments
	Number	Percent***	Number	Percent	
Female		55%			***estimate
Male		45%			

STUDENT SERVICES
PROGRAM REVIEW 2009-2010

DEPARTMENT OR PROGRAM: Puente Project

NAME AND TITLE OF PREPARER(S):
Alicia Cortez, Puente Project Co-Coordinator/Counselor

In providing responses in the following areas**, please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

I. **Description and mission of the program.** Provide a brief description of the program including any services provided and the program's mission.

   The Puente Project, a retention and transfer program sponsored by the University of California Office of the President and California Community College Chancellors Office serves all students interested in transferring to a 4-year university. The program provides the students three components consisting of: English and Human Development-Counseling courses, Counseling and Mentoring for their first year and Counselor follow-up until the student transfers. For over 25 years the Puente Project has successfully helped thousands of students to achieve the college success they deserve. De Anza College is completing its 8th year of the program and has resulted in many successes. The mission of the program is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders of future generations.

   The De Anza program has served and continues to serve a large number of immigrant students, first generation college students, native English learners, and economically disadvantaged students, all enroll in the basic skills English course (EWRT 211/212) and when successful, proceed to the transfer level course, EWRT 1A, Composition and Reading. Later, they will enroll in a Critical Thinking course, and others as needed for transfer. Through program data, anecdotal data and observable student experiences, the two Puente Project Faculty Instructors have identified with its academic offerings, student support services and mentoring, *student success* is enhanced by the learning community that is created with the different student population mentioned above. However, data shows that students who *are not successful* in the basic skills English course, need enhanced basic skills support which *successful students* more readily obtain from their Puente peers in the learning community, not just the Puente Faculty and program support services.

        The program began in the fall of 2001 and currently serves approximately 130 students. To fulfill the mission of the program, culturally and linguistically relevant services and instruction are integrated into all three components of the program.   Each year we recruit approximately 30 students for the new fall cohort. In addition, 30 community mentors are recruited, trained, and matched with an incoming student. The following is a partial listing of the services provided throughout the year for students:

- Fall Quarter Linked Courses: English Writing 211/212 (Preparatory Reading and Writing Skills) and Human Development 20 (Life Skills for Higher Education) 4 unit, UC/CSU transferable course. This past quarter we added Read 211/212 as a result of student placement.
- Winter Quarter Linked Courses: EWRT 1A (Composition and Reading), 5 units and Counseling 80Y (Special Topics in Counseling), 2 units. Counseling course addresses topics such as scholarships, financial aid, cultural and familial strengths and obstacles, career exploration and mentoring.
- Spring Quarter Counseling Course: Counseling 80X, 1 unit.
- Professional Community Mentors: Students and mentors are required to complete 12-16 hours of mentoring and are met by attending 4 mentor/student activities throughout the year.
- Participation in the Annual UC Puente Regional Transfer Motivational Conference
- Academic planning involving transfer goals
- Career Planning and Counseling
- Personal counseling
- University Visits
- *Hermanos* and *Hermanas*– Peer mentoring
- Parent Informational Night
- Writing Tutor for Puente English courses
- Community Service opportunities, on campus and in community
- Workshops on Scholarship Research, Essay Writing, FAFSA, and Resume Writing
- Summer Internships and Programs
- Computer Lab (located in SSRS)
- Campus and Community Referrals (Math Performance & Success, CCIE, Diversity Leadership Training, ELLA Leadership Program)

II. **Retention and growth.**

   A. How has the program responded to the institutional goal of increased access, growth and retention?

   The Puente Project is open to all interested students who plan to transfer to a 4-year university and eligible for EWRT 211/212 in the fall. This past year we worked collaboratively with the Outreach office and with several faculty on campus to promote the program on and off campus and had tremendous success. By end of spring, we received over 120 interest cards with over 80 students eligible for Puente.   However, we could only accommodate 30 students and began a waiting list.   In an effort to retain these students, they were referred to other support and retention programs within Student Success and Retention Services such as Summer Bridge, First Year Experience and Sankofa Scholars.   This proved to be very successful in enrolling new students to the college. The excellent statewide reputation of the Puente Project and De Anza College make this program a highly sought out program for many students. Unfortunately, we are not able to accommodate all interested students without compromising the integrity and service level of its participants. It does speak to the great need to expand to another cohort and/or replicate similar best practices in other programs.

In the area of retention, Puente has averaged a 90% retention rate since its inception. For the academic years, 2007-2008 and 2008-2009, the program experienced staff changes which may contribute to some of the changes of data from previous years.

For Fall 2007 the Puente EWRT 100 cohort had an 87.5% success rate. For Winter 2008, the Puente EWRT 1A cohort experienced a 94.7% success rate. In comparison, the overall success rate for English/Writing Courses is 79%.   Puente students succeed at a higher rate than the college average.
(Source: DAC Puente Project Data Report to Puente Statewide Office, February 2008 and DAC Program Review English/Writing Data for AY 2007)

 For Fall 2008 the Puente EWRT 211 cohort had a 100% success rate and currently for winter 2009 there are 31 students enrolled in the Puente EWRT 1A anticipating a high success rate.
(Source: DAC Puente Project Data report to Puente Statewide Office, February 2009)

> B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students?

In an effort to increase access, growth and retention for the aforementioned target groups, Puente has actively participated in various community and campus events. Students are the best recruiters and retention specialists because they can speak to the realities of students and are a living testament of being successful in college. Last year Puente students participated in several high school presentations addressing ethically diverse audiences in East San Jose, Santa Clara and in Sunnyvale. On campus, students participated in the African Ancestry Student Conference, Latino Youth Conference and Voices United Conference highlighting and recruiting for the program. In addition, many assisted with the New Student/Parent Nights in the spring and were called upon to address parents who were monolingual. The participation in these events helped to increase the interest of the program and enrollment to other retention programs as indicated in the previous section of this review.

> III.   **Student equity.** In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

The Puente model creates an environment in which students are encouraged to value academic achievement and support for each other's academic goals. We facilitate parent involvement; providing cultural and linguistic relevant information necessary to support their children in their goals for higher education. Some of the key components of the model include instilling a commitment to understand and respect student's cultural differences and adopting a process-driven, portfolio-based approach to writing instruction. The model includes collaboration between instructors, counselors, mentors, families and communities. Puente also has a commitment to staff development and offers instructor and counselor trainings twice a year. These trainings are fully funded by the Puente State Office.
 Since its inception over 25 years ago it, the Puente Project has served as a model for other state-wide programs such as Umoja (Sankofa Scholars @ De Anza) providing culturally relevant

services on the African Ancestry experience. Providing cultural relevant services, access and parent involvement are just three ways that our model addresses the equity plans goals.

The statewide Puente model strongly emphasizes the use of best practices and is incorporated into the three components of the program. The services and instruction provided have consistently yield an average of 10% higher success rate than non-Puente English students.

In addition, Puente's success is not limited to the student's first year as it greatly impacts the continuous enrollment of its participants. From Fall 2007 to Fall 2008 the persistence rate for the Puente Fall 2007 cohort is 83.3%. in comparison to other Latino students persistence rate of 73% and 82% for others.
(Source: DA Institutional Research)

While Puente is open to everyone, the content of the curriculum focuses on Latino culture and issues pertinent to the Latino community. As a result, the culturally relevant content attracts an overwhelming number of Latino/as students to the program.   As the campus expands curriculum to include other models of culturally relevant content, this will help to increase the number of our targeted populations access, growth and retention (i.e. Sankofa Scholars, First Year Experience, and the new AAPI program).

IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).** Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

An integral part of the Puente Project model involves community service that is consistently programmed and implemented into its courses and services.   This is one of the best practices that distinguish the program from other retention programs in the state. For the past two years, the Puente students have partnered with Mid-Peninsula Housing After-School Program in East Palo Alto and organized a Christmas Toy Drive for 30 families. The targeted families are participants of the after school program located in the residential low income housing. The event gave students hands on experience working with the community and valuable insight to the real issues facing our communities as presented in class. In addition, the Puente students interactions with the after school program participants provided them an opportunity to serve as role models promoting higher education.

Puente was fortunate to receive a Retention Innovation Grant last year for its *Voces del Valle* Project. In collaboration with the California History Center, students learned to collect oral histories, conduct interviews and research and write oral histories of untold stories of Latino/as who have contributed to the economic, social, and cultural life of Silicon Valley. This collection of oral histories was edited and designed by the students. The project helped students understand the importance of their own unique history, gave them a sense of pride in their community, and enabled them to place themselves in the life of Silicon Valley and the De Anza community.

In an effort to share best practices and the importance of cultural competency both Puente instructors presented a workshop on "Creating Familias in the Classroom" for interested faculty at De Anza's Academic Senate Conference in January 2008. The workshop involved

experiential exercises that facilitated increasing the knowledge base of its participants and culturally relevant techniques to replicate in the classroom for instructors. The evaluations received were overwhelming positive and we received several follow-up calls from colleagues for consultation. In addition, both Puente instructors participated in a panel presentation for the 2007 District Opening Day on the Puente model and its culturally relevant framework and success.

V. **Budget limitations.** (Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

Since the inception of the Puente Project at De Anza College, its operating budget has remained relatively small. While program demands and student needs have increased proportionately, the budget has not. The program relies on the B budget for its primary funding source. While it is small, the funding is expected to yield large results. The B budget is used to coordinate activities such as workshops, university and industry tours, participation in the Puente Annual Motivational Conference, family informational sessions, mentor recruitment, training, and communication, peer assistance and tutoring, and office supplies for daily operations. The limited funding has resulted in the program not being able to provide as many university/industry tours as we would like to or more parent/family and mentoring events. To bring in additional funds to meet increasing student needs, Puente has applied for additional funding to DASB and has been fortunate to receive some funding for the past three years. However, this upcoming academic year 2009-2010, DASB has notified Puente that it will decrease by 50% thus forcing Puente to eliminate some of the peer assistance and tutoring for the program participants.

B. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

Beginning last year, society at large has seen gas prices and cost of living rise in this valley and the economically disadvantaged students have been severely impacted. With the economic downturn, the financial and psychological stressors on students have risen and the need for support to continue their education becomes imperative. Programs such as Puente, Student Success and Retentions Services, Sankofa and First Year Experience become havens for many of our students as they manage to cope and stay in school. A reduction in the Puente budget would have a detrimental effect on service, retention of students and would impact the equity goals the college has worked so diligently to achieve. It becomes extremely difficult to provide the full range of services when we do not have the funding to continue to utilize best practices, which have made this program so successful.

VI. **Assessment of program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).

As a program we collect data for various reports to the Statewide Puente Office. Annually, we report data on the new cohort and their progress in the Puente English and Counseling courses (see data results in Retention and Growth section of this report). In addition,

transferring Puente students submit a form to the Statewide Puente office reporting enrollment at their transfer institution and in return receive a small stipend as an incentive. In a recent statewide study, the Puente Office reported from the academic years 2001-2006 transfer rates to 4-year colleges and universities among Puente participants at 52.7% compared to 30.6% for educationally disadvantaged students and 40.7% among all California Community Colleges students. Transfer rate data will be available by colleges, unfortunately the data was not available in time for this report but once the data is received it will be shared with the college.

As a campus, data is compiled on Puente students through the SIS system and SSRS data bases to monitor their success and persistence rates (see data results in Student Equity section of this report). Lastly, as program co-coordinators, data is collected on participants receiving Associate of Arts degree and transferring institutions. This past academic year (2007-2008) 18 students received degrees and transferred to a 4 year institution such as San Jose State University, San Francisco State, San Diego State, UCLA, College of the Arts, and Santa Clara University.

Another measure of the success of the program is its sense of community. Puente students are involved with various facets of the De Anza College life thus facilitating their continue enrollment at the college. The Student Success and Retention Services area is a place where students come to feel more at home. They form study groups, dialogue about issues discussed in their classes and assist each other with assignments. The SSRS computer lab is a central service to our students. If students are experiencing difficulty in a writing assignment they seek assistance from the Puente writing tutor who meets students at the lab. The lab is ideally situated in front of the counselor's office so if students have concerns they usually drop in to see her. The limited physical space in the SSRS and Transfer Center also serves as a "safe place" for students to confide to each other personal issues they may be experiencing and to seek help from counselors. We have been fortunate to have peer assistants working closely with SSRS counselors and serve as referral agents to the counselors. Lastly, Puente students are eager to share their experiences with others and to help others connect with resources on campus. This past year, we implemented a peer mentoring component called *Hermanas* and *Hermanos*. We recruited 12 veteran Puente students who volunteered to assist with the new Puente cohort. They were assigned a "familia" consisting of 6 new students and served as a big brother or sister to them. The *Hermanas* and *Hermanos* participated in the new student orientation, parent informational session and the Counseling orientation in the summer. In the fall and winter, they organized workshops and activities around time management and priority setting, scholarship tips, and a community event in March to *Teatro* Vision. In the spring, they plan on hosting a transfer student panel and survival techniques for classes outside of Puente. This added support offered to the 2008 cohort, we believe helped to achieve the 100% retention this past fall in the English course.

VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

Puente is an invaluable retention and transfer program and has served as a catalyst to attract more students to the campus, especially Latino/as. De Anza College serves approximately 13% Latino/a students. The program has gained a reputation at De Anza attracting more students every year. While this year we were not able to accommodate all interested and eligible students, we redirected several students to other services on campus such as the Student Success

and Retention Services, First Year Experience, Sankofa Scholars, EOP&S, and MPS.   If the demand for services continues there will be a greater need for the aforementioned programs to accommodate student needs.

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

    As a program we have a strong working relationship with several programs on campus including the Transfer Center, Writing and Reading Center, Math Performance for Success (MPS), EOP&S, EDC, Financial Aid, California History Center, Outreach and the Institute for Community and Civic Engagement). Puente students and instructors continue to support several campus activities on campus such as Latino/a Heritage events, ADELA Scholarship Luncheon, Women History's Month, Dia de los Muertos Activities, APASA Annual Luncheon and African Ancestry events. Our program has been fortunate to develop working relationships with community groups such as Silicon
Valley Hispanic Foundation, Google Hispanic Network, Society of Professional Engineers, and Teatro Vision in the Mexican Heritage Plaza. As a result of the working relationships, several scholarship opportunities and internship have become available for the students.
Several professionals from these respective organizations have been impressed with our results and have volunteered to serve as mentors for the program. These relationships off and on campus help to retain students and provide necessary services otherwise would not be available because of our limited staffing and budget.

- **State and Federal mandates**. What State or Federal mandates impact the work you do?

    Currently, there are no Federal mandates that impact the program. As an institution with a Puente Project we are required to adhere to the Memorandum of Understanding (MOU) guidelines requiring physical space, funding, staffing and institutional support.   The UC Puente Statewide Office is funded through the state and with the situation of the state budget could potentially impact mentoring support and Puente staff training.

- **Trends.** Describe any positive and/or negative trends in the program.

    Some of the challenges facing students are book costs, transportation; immigration concerns especially the AB 540 students.   While AB 540 students may struggle to pay and enroll in classes, they often experience hardship with the escalating costs of textbooks and commuting to the campus. They are not eligible for federal and state aid because of their immigration status and need to rely on family.   While there are some private scholarships available, students have to wait at least a year before they can apply because many of the requirements request a college GPA and completed college courses. As retention studies have indicated, the first year is critical to their success and persistence and without economic support it becomes difficult for them to continue their studies.

- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

As stated earlier, the Puente Project has been in existence for over 25 years and has become a model for several retention programs in the state and nationwide. Currently, there are over 50 community colleges in the state with Puente Projects and a few campuses with two programs (Santa Rosa, Chabot College, and College of the Sequoias). The program has won several awards for its success in providing innovative counseling and teaching methodologies for educationally disadvantaged students and integrating local communities into an academic program. Within the Puente community in the state, De Anza College has gained a reputation for strong institutional support from its administrators and is held in high regard.

VIII. **Program strengths/areas for improvement.**

A. Provide a summary of the program's main strengths.

As stated in other areas of the report, the success of the program are many. Briefly, the success of the program lies in the rigorous two-course English class sequence from a Puente-trained instructor; working closely with a Puente-trained counselor to prepare an academic plan and staying focused on their goals; and meeting regularly with a Puente-trained mentor from the professional community all provide a foundation for the retention and transfer success. In addition, the leadership and vibrant community environment created and sustained by the Puente veterans adds to the retention of their peers. The community setting and familial relationships help to facilitate the success of students and often attracts other students to the program across campus.

B. Provide a summary of the program's main areas for improvement.

Areas of improvement include continuing to develop the professional mentoring component and to foster relationships among companies who maybe in a position to provide support for the program participants especially during these difficult economic times. While the program provides intensive instruction and counseling services the first year in college, the second and third year student needs could be addressed with more collaboration among other services and programs such as the MPS, Cooperative Education, Tutorial Services, Transfer Center and SSRS.

IX. **Suggestions for campus-wide change.**

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

None. At this time, the program has been able to operate a very effective program on a small B Budget due to collaboration with other programs, and the volunteerism of the Puente students. Already, the primary recruitment efforts are coordinated with the Outreach office. To maximize resources, we will continue to collaborate with the Transfer Center and SSRS for university tours, college representative visitations, peer assistance, and workshops.

B.	Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

	None.

De Anza College Student Services
2008-09 Program Review Summary

Name of Program: Puente Project
Name of Preparer(s): Alicia Cortez

Each program and department is asked to complete the following 2008-09 Program Review Summary. These Program Reviews will be used to make planning decisions for the 2009-10 year and/or address plans for 2008-09.

Service/Program Summary. Provide as much information as available.

	2007-08	2008-09	Impact of Reduction/Increase (If applicable)
Budget Total	0	12,040.00	
A budget	0	0	
B budget	0	4,948.00	Reduction would severely hinder student retention and parent involvement, materials, reduce tours
C budget	0		
Strategic Planning	0		
DASB	0	7092	Reduction would eliminate tutorial services and peer assistance, printing, marketing
Grants	0		
* Other	0		
# Staff – Total		3	
Classified Contract		1@50%	Admin. Assistance would have tremendous impact on data maintenance, marketing program, scheduling and facilitation of activities and professional mentors.
TEA		0	
Faculty		1@50% 1@25%	Counselor position is 50% Instructor position is 25%
Students		2	Tutor and Peer Assistant
# Students Served (unduplicated)		131	
# Students Served (duplicated)		400+	
Ratio of staff to students		.5 to 260	
WSCH		Fall - 5400 Winter-2604 Spring-372	

*For categorical funding, please supply any additional data for clarification.

*Demographics of Students Served (if available)

Ethnicity	2007-08		2008-09	
	Number	Percent	Number	Percent
African American/Black	0	0	0	0%
Amer. Indian/Alas. Nat.	0	0	0	0%
Asian American	0	0	1	1%
Chicano/Latino	0	0	114	87%
Filipino	0	0	2	1.5%
Pacific Islander	0	0	0	0%

Other	0	0	2	1.5%
White	0	0	2	1.5%
Decline to state	0	0	10	7.5%

Gender	2007-08		2008-09	
	Number	Percent	Number	Percent
Female	0	0	85	64.9
Male	0	0	46	35.1

*For categorical funding, please provide all information available at this time.
2/4/09

**Student Services
2008-09 Program Review
Instrument**

Department or program: _____ Student Activities Office _____

Name and title of preparer(s): John Cognetta, LaDonna Yumori-Kaku, and Dennis Shannakian

In providing responses in the following areas**, please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

I. **Description and mission of the program.** Provide a brief description of the program including any services provided and the program's mission.

The Student Activities Office offers the De Anza student population unique opportunities not readily available from any other office or program, such as being able to connect with other students and faculty, exploring ideas without limits and consequences, developing life long relationships, becoming a leader and also being part of a team, developing skills that build character and future leaders, serving their communities, and directly interacting with and learning of diverse cultures, ethnicities and political ideologies.

II. **Retention and growth.**

A. How has the program responded to the institutional goal of increased access, growth and retention?

Several studies (Cognetta, 1993) have concluded that students who are involved with the institution succeed at a far greater rate than those who do not participate in college life programs. Based on these facts, we can conclude that our efforts of providing for a vibrant college life program lends to the retention and success of our students.

College is a total experience. As educators, we have an obligation to students to provide them with the total experience of college. De Anza College students are very fortunate to have a well-established tradition of a healthy college life atmosphere. Students recognize the difference this makes. Due to free flow, our student population is free to attend any of the several local community colleges that offer the same academic programs as De Anza.

What is so unique about De Anza that makes students bypass San Jose City, Evergreen, West Valley and Mission Colleges to attend De Anza? The difference is the life of the college, the feelings students have about the institution. College life is the specific atmosphere that is rated by the activities, opinions and attitudes that allow students to feel connected to the institution. Recent literature documents the benefits of having students involved with the institution. The more students are involved in the total academic experience the greater the persistence and learning. In order to enhance success, it is

recommended getting students to join student organizations, participating in extra curricular activities and creating opportunities for greater student to faculty interaction outside of the classroom. We proudly provide opportunities for these connections to be established.

> *"Perhaps the most important general conclusion to emerge from this elaborate analysis was that nearly all forms of student involvement are associated with greater-than-average changes in the characteristics of entering freshmen." (Astin, 1985)*

Due to all of this we support all divisions and departments with regards to recruitment, retention, and success.

B. How has the program responded to the institutional goal of increased access, growth and retention <u>specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a, Students with Disabilities</u>?

The Student Activities Office serves the entire student (and staff) populations. The Student Activities Office works to insure funding for diversity awareness programs and works with faculty, staff and students to sponsor awareness programs. The Student Activities Office recognizes voids and where necessary will conduct programs when clubs or others are not available to conduct such awareness programs.

Due to reporting restrictions we have been unable to track students. The Student Activities Office does not have the same access, nor is set up in the same manner as instructional segments so we have been unable to track student populations. Our programs are not in a controlled classroom experience so it is impossible to tract those who participate. In the recent past, attempts have been made to have our 60 clubs provide roster lists, (for equity but also to establish an alumni association) but the clubs are reluctant to provide such information.

III. **Student equity.** In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).** Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

V. **Budget limitations.** (Please be specific in your responses.)

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

Similar to every other program on campus, funding will always be an issue. The Activities Office is at the mercy of the DASB. In the past, they have seen value in financially supporting the Office and events.

B. Identify any other implications affecting your program: e.g. technology, staff, Facilities.

C. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

This would be catastrophic for outreach, retention and success of students as proven by empirical data already cited.

VI. **Assessment of program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).

Here is our current list of clubs:
1. 4 Elements Hip Hop
2. American Sign Language (ASL)
3. Animal Lovers
4. Architecture and Interior Design Club
5. ArtDeCo (Art and Design Connection)
6. Asian Pacific American Students for Leadership (APASL)
7. Auto Technology
8. Black Student Union (BSU)
9. Catholic Student Club
10. Chinese as a Second Language (CSL)
11. Chinese Student Association
12. Christians on Campus
13. DA Psychology
14. De Anza Academy of Independent Filmmakers
15. De Anza Anime Club
16. De Anza Cheer and Dance Team
17. De Anza Chinese Pop Association (DACPA)
18. De Anza Circle K
19. De Anza Club of Accounting and Finance
20. De Anza College- Badminton Club
21. De Anza Eurasia Club
22. De Anza Fencing
23. De Anza Gay-Straight Alliance (GSA)
24. De Anza International Student Association
25. De Anza Marketing & Communication
26. De Anza Math Club
27. De Anza Red Cross Organization
28. De Anza Shotokan Karate
29. De Anza Taekwondo Club
30. Disabled Students Unlimited (DSU)
31. Engineering Technology (ET)
32. Furendo Suppondo (FuSu)
33. Global Business Association
34. Grace Fellowship
35. Habesha Student Association
36. Hong Kong Student Association
37. Honors Club
38. I Sang Pilipino Unity Student Organization

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39. Indonesian Student Organization (ISO)
40. Intercultural Club
41. International Board Game Club
42. International Fashion Club
43. International Student Volunteers (ISV)
44. International Youth Fellowship (IYF)
45. Japanese Student Association (JSA)
46. Jews, Israelis and Friends (JIF)
47. Korean Student Association (KSA)
48. Latino/a Empowerment at De Anza (¡LEAD!)
49. Muslim Students Association (MSA)
50. Outdoor Club
51. Saltworks Christian Fellowship
52. Socialist Organizer
53. South Asians for Peace (SAP)
54. Speech and Debate Club
55. Student Nurses Organization (SNO)
56. Students for Justice (SFJ)
57. Taiwanese Association of De Anza
58. The Entrepreneurs Club of De Anza
59. The Unexplained (Un-X) Club
60. T-Tennis
61. United Nations International Children Education Fund (UNICEF)
62. Vietnamese Student Association (VSA)
63. Volunteers for People with Special Needs (VSN)
64. Walking Along God's Vision Everyday (WAVE)
65. Working Institute Sustainable Environment (W.I.S.E.37)
66. World Peace Buddhists
67. Youth Empowered to Serve!

It must be noted that there are over 500 students who are involved as club officers and over 67 faculty/staff who serve as club advisors. Clubs serve as a vehicle to bring students together with faculty/staff in an educational experience outside of the classroom. While the individual clubs benefit from the advice of the advisor, the advisor also benefits from this personal involvement.

In addition we have more students wishing to participate in DASB leadership than the DASB constitution allows. Wanting to fulfill these eager students, the Senate created the position of Junior Senator and Agent to enable greater opportunities for those wishing to serve.

VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

• **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

a. We are a unique service not duplicated by other offices nor services. The Student Activities Office serves as an important liaison between the students, De Anza

Associated Student Body Senate (DASB), the Inter Club Council (ICC) and the College with regards to the DASB budget, student advocacy and programs.

The Student Activities Office provides complete oversight and supervision for the Photo ID (DASB Card) production services (over 21,000 cards produced). In addition, we also collaborate with the Counseling Division for new student orientation classes every quarter. Last year over 5,000 new students were connected with campus life through classroom presentations by student leaders and Student Activities staff member.

- **State and Federal mandates**. What State or Federal mandates impact the work you do?

- **Trends.** Describe any positive and/or negative trends in the program.

- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

VIII. **Program strengths/areas for improvement.**

A. Provide a summary of the program's main strengths.
Our program is recognized as a leader that rivals some four-year college life programs. We do an exceptional outreach to both students and faculty/staff to create and sustain club participation. All efforts are directed into providing a vibrant college life program, leadership opportunities and college appropriate events.

B. Provide a summary of the program's main areas for improvement.
Possibly getting students to agree to have a formal leadership class. Currently there is no venue to really discuss issues and speak to leadership philosophy, styles, management, etc.

IX. **Suggestions for campus-wide change.**

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

Name of Program _____ Student Activities _____

Name of Preparer(s) _____ John Cognetta, La Donna Yumori-Kaku, Dennis Shannakian _____

Each program and department is asked to complete the following 2008-09 Program Review Summary. These Program Reviews will be used to make planning decisions for the 2009-10 year and/or address plans for 2008-09.

Service/Program Summary. Provide as much information as available.

	2007-08	2008-09	Impact of Reduction/Increase (If applicable)
Budget Total	406,626	419,436	
A budget	365,223	367870	
B budget	11,253	10,696	
C budget	0	0	
Strategic Planning	0	0	
DASB	24,400	34,952	
Grants	0	0	
* Other	5750	5918	
# Staff – Total	6	6	
Classified Contract	2	2	
TEA	0	0	
Faculty	1	1	
Students	3	3	
# Students Served (unduplicated)			
# Students Served (duplicated)			
Ratio of staff to students			
WSCH			

*For categorical funding, please supply any additional data for clarification.

*Demographics of Students Served (if available)

Ethnicity	2007-08		2008-09	
	Number	Percent	Number	Percent
African American/Black				
Amer. Indian/Alas. Nat.				
Asian American				
Chicano/Latino				
Filipino				
Pacific Islander				
Other				
White				
Decline to state				

Gender	2007-08		2008-09	
	Number	Percent	Number	Percent
Female				
Male				

*For categorical funding, please provide all information available at this time.
2/4/09

<div align="center">

Student Services
2008-09 Program Review
Instrument

</div>

Department or program: Student Success & Retention Services Center

Name and title of preparer: David L. Coleman, Director, Student Success & Retention Services

In providing responses in the following areas, **please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as "program."

I. **Description and mission of the program. (Provide a brief description of the program including any services provided and the program's mission).**

The *Student Success & Retention Services Center* is comprised of the former *STARS & SLAMS* programs and also includes the *PUENTE*, *Transfer Opportunity Program* (TOP), *Summer Bridge*, and *1st Year Experience* Programs as well as the new *Sankofa Scholars Program* (SSP) while also collaborating jointly with the *Transfer Center*:

The *Student Success & Retention Services Center's* Mission is to facilitate the matriculation and/or transfer of students with historically low retention and transfer rates. Center goals are to have an enhanced academic and retention support Program servicing a wide spectrum of the campus community by ensuring that participants receive counseling and academic support services as well as information, resources, and assistance that enables academic success.

The Student Success & Retention Services Center places an emphasis on building a student community based on student-to-student relationships organized around a collective academic endeavor - retention and attainment of educational goals. We are structured in ways that develop among students the abilities and self-confidence necessary to build teamwork, navigate personal and academic obstacles, improve their understanding of course material, and to overcome the hidden barriers that often inhibit academic success.

Also, the *SS&RSC* requires Program participants to, *at minimum*, meet once a quarter with a Program Counselor or Advisor to complete or update their Educational Plans. In addition, students are required to participate in at least one academic enrichment activity (workshops, off-campus field trips & conferences, appointments with 4-year university representatives, etc…) per quarter as well as meet with a Peer Advisor or Tutor at least twice a quarter.

All Program participants receive the following:

- Educational planning & academic advising to ensure that students take the proper courses and credit load.
- Personal counseling regarding nonacademic factors that might affect academic progress.

- Program specific *Summer Bridge Academy* during summer quarter.
- Peer Mentors available on-site.
- Student Study area.
- Computer Center for student use.
- Campus tours of 4-year universities & colleges.
- Off-campus field trips
- Off-campus conferences & cultural events
- Information sessions with 4-year college & university representatives.
- Career and employment information and assistance.
- Scholarship and financial information.
- Various academic enrichment workshops.

1. <u>Educational Planning</u>: The completion, quarterly revision, and review of educational plans enable program participants to develop clear course sequences which include prerequisite, major, and general education courses. Counselors and Academic Advisors inform students as to different majors, evaluate transcripts, clarify transfer requirements and identify coursework appropriate for student skill levels and goals. A minimum of one meeting per quarter with a Center Counselor or Advisor is required.

2. <u>Personal Counseling</u>: Counselors assist students with personal, family or other social concerns, which may interfere with their academic objectives. This component provides individualized assistance and appropriate off-campus referrals in order to support the continued persistence and personal well being of program participants.

3. <u>Academic Advisement & Monitoring</u>: Provides on-going retention support and interventions. Counselors and Academic Advisors assist students with transfer applications, guaranteed transfer agreements, graduation applications, educational planning, Financial Aid extensions, and petitions to the Academic Council, etc…. This component involves assessing student needs, providing accurate information and making appropriate recommendations.

4. <u>Program Orientation</u>: Counseling 100X "Orientation to College" is a one unit, four day, twenty four hour class focusing on matriculation related and college survival information. Participants are introduced to various staff, range of services & resources, and program expectations. Participants receive an overview of De Anza's instructional and student services programs as well as the systems of higher education.

5. <u>Registration Assistance</u>: Students with less than 36.5 academic units are eligible for *early* registration. Through this component, the Center provides cluster enrollments into courses jointly identified with the Language Arts department and early placement into Math Performance & Success (MPS) identified courses.

6. <u>Peer Advisement</u>: A core component to SSRS Programs is student-to-student interaction. Peer Advisors are role models and continually trained student resources. All peer advisors are Program participants ranking high in achievement and motivation who have also completed HUMA 53 "*Human Services Training for Paraprofessionals*". Each peer advisor is assigned an individual caseload for their ongoing personal follow up. The management of these caseloads enables the peer advisors to create effective student

networks that promote increased and appropriate use of various student services and transfer related programs. The *SSRSC* peer advising component provides an additional way for students to "check in" with Program staff. This serves as an ideal way for participants to "inform" Program staff of any difficulties that they may be experiencing and to receive immediate assistance when necessary.

7.   Professional & Career Development: Pre-professional development occurs primarily through the pursuit of and involvement with Part-time jobs, Coop work experience, internships, as well as effective interviewing, resume, and cover letter workshops. Intended outcomes are to provide additional career exposure, self-assessment, and self-confidence.

9.   Course Clustering: Collaboration with Language Arts & Math/Physical Sciences Divisions as well as with the *Puente* & *MPS* Programs. Programs participants are clustered into the same basic skills writing & math courses. Furthermore, Program staff are assigned to each cluster class in order to provide seamless coordination between instructional and student services faculty, staff, and administrators in support of students, academic success.

10.   Tutoring: On-Site tutoring is provided in Math, Language Arts, CIS, Humanities, Social Science and the Physical Sciences. In addition, we also work with the Tutorial & Academic Skills Center.   The Tutorial Center provides training for our Program tutors and we refer many Program participants to receive more comprehensive academic and tutorial support.

11.   *SSRSC* Academic Enrichment workshops: Topics include:

- 1st Generation college students
- Financial Aid
- Study skills
- Time management
- Test taking strategies
- Note taking strategies
- Personal Statements
- Scholarship Information
- Resume writing
- Successful Interviewing Techniques

12.   *SSRSC* off campus Academic Enrichment Activities: Activities include:
- Various university visitations and tours. Campuses include; UC Davis, UC Santa Cruz, UC Berkeley as well as visitations to regional CSU campuses including CSU Monterey Bay.
- Program visit to the Museum of the African Diaspora
- Student attendance at various statewide and regional Student Leadership conferences
- Program participation in the SUMMA Minority Medical Alliance Conference at Stanford University.
- Student attendance at the Shakespeare Festival in Eugene, Oregon.

II. Retention and growth.

A. How has the program responded to the institutional goal of increased access, growth and retention?

By providing effective recruitment of graduating high school seniors, the SSRSC is able to provide not only guided access to enrollment and attendance at De Anza College, but comprehensive retention and academic support services as well. The SSRSC serves as a central coordinating structure for the Counseling Division's targeted responses to institutionally identified needs of underserved and historically underrepresented students. Transfer Center and SSRSC faculty and staff refer to this coordinating effort as the Retention Services Group.

One of the SSRSC's most important functions is to provide a "home base" that serves as the location for various workshops, tutoring, study groups, and contacts with representatives of transfer institutions. The *Student Success & Retention Services Center* serves as an ideal communications hub for students, faculty, and staff, creating a network of information and people that is readily accessible and always supportive – in effect, a one-stop student support services center.

The Center currently provides a Student Computer Center with eleven networked computers and two printers, a photocopier for student use, student study areas, information bulletin boards, and a conference room for study groups, academic enrichment workshops, and individual tutoring, as well as ready access to counselors, advisors, and Program Coordinators. The Center enables students to provide practical assistance to each other as well as to participate in an academically focused culture of motivation, persistence, and achievement.

In addition, Program participants who are in academic difficulty (GPA below 2.0) are required to meet with a Program counselor to development a strategic Educational Plan as well as to assess for issues that may detrimentally affect student's academic and personal achievement. Furthermore, students in academic difficulty are required and scheduled to meet with a Program Tutor a minimum of once per week.

B. How has the program responded to the institutional goal of increased access, growth? and retention <u>specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a, Students with Disabilities</u>?

SSRS Programs participation criteria is primarily based upon the following:

1. Self identification as a member of one of the following ethnic/cultural groups that are historically underrepresented in post-secondary educational institutions.

   1. Black/African American
   2. Chicano/Latino
   3. Native American
   4. Filipino
   5. Pacific Islander

6. Cambodian
7. Laotian

2. 1st generation college students.

3. Placement on the De Anza College English assessment test into *EWRT 200* and/or *READ 200* (2 levels below college English/*EWRT 1A*).

4. Placement on the De Anza College Math assessment test into Math 212/*Beginning Algebra* or lower.

5. Students can self-refer based upon identification of needs that can be addressed through the Center as well as be referred by faculty, staff or administrators.

Program participation criteria was developed as a response to the "*Student Course Success by Ethnicity*" study by Dr. Andrew LaMonque, De Anza College Researcher, dated 8/27/03 (available on the De Anza Research web-site: http://dilbert.fhda.edu/daresearch/)

In addition, the SSRSC provides individual Program coordination for the *Puente*, *Transfer Opportunity*, *First Year Experience*, *Summer Bridge*, and *Sankofa Scholars* Programs.

The *First Year Experience* and *Summer Bridge* Programs are designed to ease student's transitions from high school to college and have a specific emphasis on working with graduating high school seniors recruited primarily from the East Side Union and San Jose High School districts. These Programs incorporate learning community models whereby instruction and student services work hand in hand to support student's persistence, retention, and matriculation. Please see the attached Program Review.

The *Transfer Opportunity Program* (*TOP*) is coordinated by Patricia Rios-Gibson, counselor, and instructor. Patricia (Trish) also has instructional responsibilities for HUMA 20, *Life Skills for Higher Education*, a required course for SSRSC participants.

The *TOP* focuses on working with *SSRSC* targeted students who are unable to enter the various Programs during the summer Program recruitment cycle which includes *FYE*, *SB*, and *COUN 100X*. Thus, *TOP* serves students who are identified after the academic year begins. For those students who missed the Programs recruitment cycle, the *TOP* offers the comprehensive array of retention & transfer services available to all *SSRSC* participants. Top was launched in winter quarter, 2009 with 20 students who attended a Program orientation and completed Educational Plans in individual appointments with *SSRSC* faculty and staff. *TOP* seeks to identify students who already attend De Anza College, but who do not have a support system in place.

The *Puente* Program is coordinated by Alicia Cortez, counselor, and instructor. Alicia also has instructional responsibilities for HUMA 20, *Life Skills for Higher Education*, a required course for SSRSC participants.

The mission of the *Puente* Program is to increase the number of educationally underserved students who enroll in four-year colleges and universities. A major focus of the program is English instruction – students take three consecutive writing classes with an emphasis on developing writing skills through an exploration of the Latino experience, history and literature.

In addition to all of the academic and retention support services of the SSRSC, Puentistas are matched with successful professional mentors from the community and are actively engaged in community service. Please see attached Program Review.

The *Sankofa Scholars Program* (SSP) was formally launched in winter quarter, 2009, but was piloted starting fall quarter, 2008 and is collaboration between, the Counseling and Language Arts divisions designed to provide a far-reaching and inclusive retention and transfer support program tailored to meet the needs of African ancestry students at De Anza College. The *SSP* at De Anza College is a member of the statewide Umoja Consortium which bases its teachings and activities on an African-centered philosophy proven to be effective with African American students.

The concept of Sankofa is derived from King Adinkera of the Akan people of West Africa. Sankofa is expressed in the Akan language as "se wo were fin a wosan kofa a yenki". Literally translated it means "it is not taboo to go back and fetch what you forgot". "Sankofa" teaches us that we must go back and gather the best of what our past has to teach us, so that we can achieve our full potential as we move forward. Whatever we have lost, forgotten, forgone or been stripped of, can be reclaimed, revived, preserved and perpetuated. Visually and symbolically "Sankofa" is expressed as a mythic bird that flies forward while looking backward with an egg (symbolizing the future) in its mouth

Although the *Sankofa Scholars Program* focuses on providing instruction, and academic/retention support services while emphasizing the social, and cultural dynamics of Black students the *SSP* is accepting and appreciative of all students within the De Anza campus community and everyone is welcome to participate in Program activities.

All of the above mentioned Programs share a small space within our Transfer & Retention Services area of the Counseling & Advising Center which also includes a dedicated Computer Center for the exclusive use of our Program participants, as well as a "social space" for student, faculty, staff, and Peer Advisor interaction and film/video screening. Furthermore, within the Counseling & Advising Center, we also have the use of two small and one large conference rooms for student meetings, Peer Mentor trainings, academic study groups, and tutoring.

The success of the programmatic efforts of Retention Services Group is illustrated by the fall 2007 to Fall 2008 persistence data listed below.

SSRS Students Fall to Fall Persistence Compared to Non-SSRS Students Persistence

SSRS	Fall 2007	Fall 2008	Fall to Fall Persistence
African Ancestry	17	17	100%
Asian American	5	4	80%
Filipino	9	8	89%
Latina/o	75	62	83%
Other Non-White	2	2	100%
Unknown	1	1	100%
White, Non-Hispanic	3	3	100%
Total	112	97	87%

Non-SSRS	Fall 2007	Fall 2008	Fall to Fall Persistence
African Ancestry	89	44	49%
Asian American	1138	905	80%
Filipino	211	159	49%
Latina/o	488	261	53%
Other Non-White	93	62	67%
Unknown	53	32	60%
White, Non-Hispanic	625	351	56%
Total	2697	1814	67%

SSRS & Non-SSRS One-Year Persistence (Fall 2007 to Fall 2008)
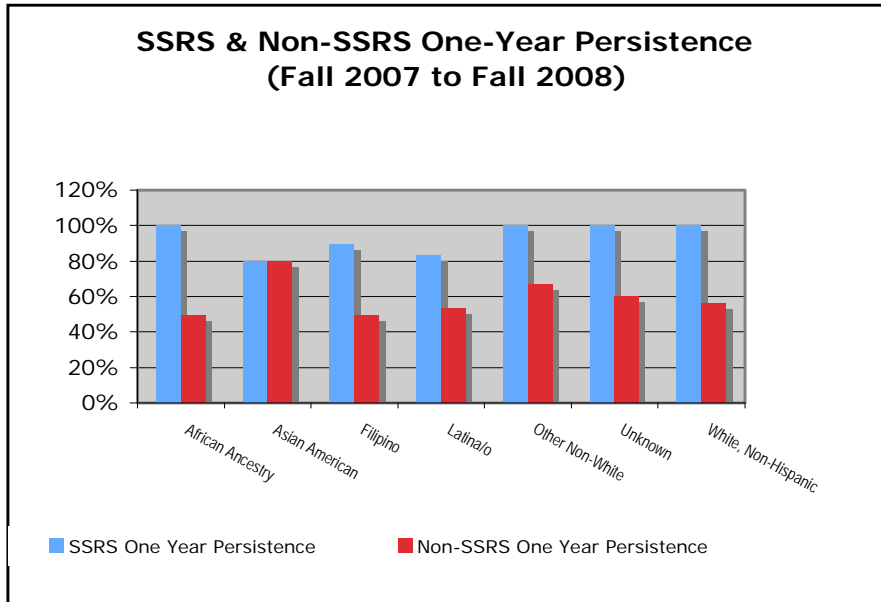
(Data provided by Dr. Andrew LaMonque, De Anza College Researcher)

The student population that we primarily work with is considered at-risk based upon their responses to the Program In-take form (attached). Given this fact, SSRSC personnel endeavor to provide an environment that is welcoming and readily accessible to Program participants. Therefore, we often see many of our students multiple times throughout each quarter.

Based upon SARS reporting data for the 07/08 academic year, SSRSC personnel had unduplicated contacts with Program participants as follows:

- **Drop-in Only: 410**
- **Appointment: 1,055**
- **All contacts: 1,220**

(Data compiled from 07/02/07 – 06/30/080)

However, the SARS function only calculates "unduplicated" student information. Thus, the multiple contacts that we have with so many of our students are not indicated in the SARS reporting data.

III. Student equity. In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals?

What challenges exist in the program in reaching such goals?

The SSRS programs were established to address the achievement gaps that exist between specific student populations. The following charts show the ethnic and gender distribution of active SSRS students who have fulfilled all participation requirements this year.

SSRS Participants - Ethnicity
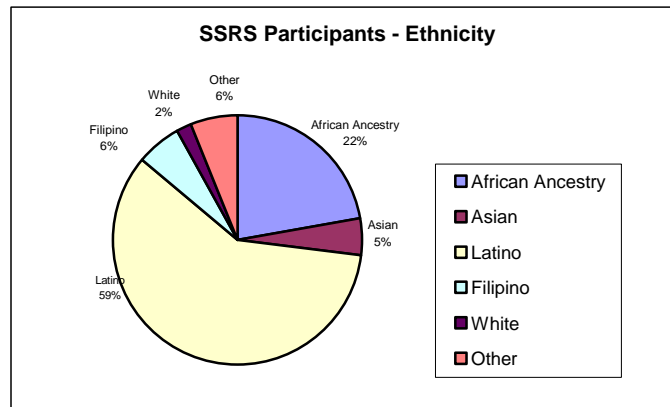
Ethnicity of Active SSRS Students – winter, 2009

African Ancestry	Asian	Latino	Filipino	White	Other
105	22	**278**	28	9	29
22%	5%	**59%**	6%	2%	6%

As is evident in the data, SSRS enrolls a higher percent of underserved and underrepresented students, particularly African Ancestry and Latino, than the percent represented in the general student population.

The persistence data detailed in II.B. also indicates that the programmatic strategies of the SSRSC have been successful in progressing toward the attainment of equity goals. The success rates of all ethnic/cultural groups served by SSRSC, especially African Ancestry and Latino students, are significantly higher than that of non-SSRSC students in the general campus population.

The equity goal that remains a challenge is achieving a gender balance in SSRS enrollment. As the data below indicates, the number of women enrolled far exceeds that of men. Although this imbalance is the norm in underrepresented student populations, working toward reversing this disparity by recruiting and retaining more males is an SSRSC priority.

Gender of SSRS Students

	# OF STUDENTS	PERCENT
Female	278	58%
Male	199	42%
TOTAL	**477**	**100%**
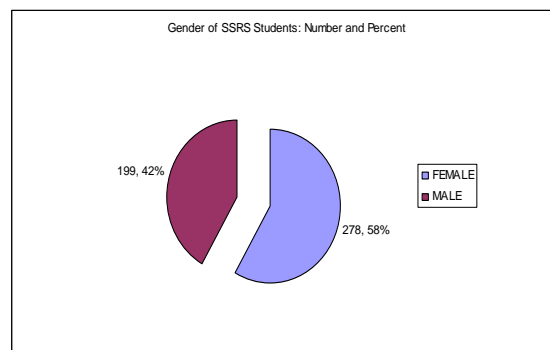
Gender of SSRS Students: Number and Percent

IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach and Individualized Attention for Retention).** **Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?**

Additional initiatives & departmental collaborations not mentioned above include:

- On-site early outreach to high school students working closely with <u>Outreach Services</u> enables the Program to provide early access to admission to SSRSP via the collection of Program Intake/Application forms that are used for *FYE*, *Summer Bridge*, and Counseling 100X (Program specific) recruitment. We also provide presentations for high school tours as well as attend and present at Parent Student Nights hosted by the Outreach Office.
- Formalized collaboration with the <u>Transfer Center</u> in the form of joint meetings, incorporation of both Centers personnel for seeing Retention Service Group student appointments & drop-in has also increased student access to campus retention support services via SSRSC.
- Clustering of Program students into identified courses with multi-culturally competent faculty is done in close coordination with the <u>instructional division deans,</u> the dean of counseling and the dean of <u>Admissions & Records</u>.
- SSRSC works closely with the <u>Office Financial Aid</u> by conducting FAFSA application reviews, workshops, and individualized follow up for Program participants.
- We refer many students to the <u>WRC</u> for assistance with writing assignments, various academic skills building activities, and Personal Statement writing for admissions applications to 4-year universities.
- SSRSC works closely with the <u>Tutorial & Academic Skills Center</u> regarding tutorial assistance for students as well as tutor training for SSRSC tutors.
- SSRSC continues with a close working relationship with the <u>MPS Program</u> which reserves seats in identified classes for Program participants.

V. **Budget limitations.** **(**Please be specific in your responses.)

- The Student Success & Retention Services Center would like to expand our Program components to include a professional mentorship component as well as structured civic engagement element based upon the *Puente* model. At this point, our staffing limitations and lack of a funded "B" budget prohibit structuring and implementing these endeavors.

- In addition, due to the effectiveness of the peer advising/mentoring component, we would like to expand in this area as well. We receive our student staffing funds exclusively from our continued DASB funding support. However, as resources decline, so does our DASB allocation and we find that we are able to hire and train fewer and fewer student support staff.

•Furthermore, it is our intention to further develop and implement a student leadership component as a way of configuring a civic engagement component as a Program participation requirement of SSRSC whereby students can assume active leadership roles in their communities. Another piece that we would like to further rely upon is student attendance at statewide and regional leadership & development conference for Program participants. Once again, we have no funding to do so.

•SSRSC provides off-campus visitations to various 4-year universities and other enrichment activities as well. Presently, due to budget restrictions (no "B" budget operating expenses) we have had to discontinue this Program feature.

    A. **Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?**

    B. **Identify any other implications affecting your program: e.g. technology, staff, Facilities.**

    C. **Describe the consequence to students and the college in general if the program were eliminated. Please be specific.**

    VI. **Assessment of program. What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).**

The SSRSC maintains an internal data base using FileMaker Pro software that primarily enables us to maintain demographic data and academic specifics on Program participants. We would like to have a system that can seamlessly integrate with the campus SIS system as a way of having more effective reporting and data collection capabilities

    VII. **Additional comments. What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.**

      • **Relationships with other programs. Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.**

      • **State and Federal mandates. What State or Federal mandates impact the work you do?**

      • **Trends. Describe any positive and/or negative trends in the program.**

- **Comparable programs at other institutions. Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.**

VIII. **Program strengths/areas for improvement.**

A. **Provide a summary of the program's main strengths.**

The Student Success & Retention Services Center provides a supportive community of peers, faculty, and staff who foster a nurturing environment of academic achievement and provide a wide array of support services necessary to enable attainment of student's educational goals. A real sense of community is developed among students and staff whereby students feel at home on campus and benefit from a student-to-student support network. This is a successful formula as evidenced by the persistence and matriculation rates of our Program participants in relation to the general student population on campus.

B. **Provide a summary of the program's main areas for improvement.**

I would like to see a more comprehensive assessment of our Program's strategies on behalf of our institutional research functions. Perhaps, this is an area that could be lead by a "Retention Czar" whose primary focus would be to facilitate coordination between the Academic, Student Services, and College Services functions of the institution. I believe that such an approach can spotlight successful programmatic elements which could then be enhanced as well as point out were there is duplication of effort that could be eliminated or significantly reduced. Such an approach will significantly streamline our student support efforts as well as provide a senior advocate for enhancing resources to program areas that are proven successful. Perhaps another job component for a senior leadership position with a specific emphasis on retention would be to strengthen and facilitate linkages between the instructional & student services divisions and the Counseling & Advising Center

IX. **Suggestions for campus-wide change.**

A. **What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate**?

To sustain and implement effective retention and transfer support programs requires institutional commitments both financially and structurally.   I believe that the campus has enough talented and committed faculty and staff with multi-cultural competencies to engage with and academically support our underserved and underrepresented student populations. What we presently lack, I believe is an institutionally supported administrator ("Czar") to facilitate the coordination of the multiple campus retention efforts to include management and distribution of limited resources. We have yet to seize the opportunity to creatively weave an

integrated web of academic and retention support services on behalf of the broader campus community.

B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

DE ANZA COLLEGE

Student Success & Retention Services

21250 Stevens Creek Blvd, Cupertino, CA 95014 / (408) 864-8470 / FAX (408) 864-5534

S t u d e n t   A p p l i c a t i o n   F o r m

Name: _____ S.I.D./SSN: _____

Address: _____ City: _____ Zip Code: _____

Telephone: _____ _____ E-mail: _____
         Cell   Home   (Required)

Have you taken De Anza College's Placement Test? ☐Yes ☐No   Test Date: _____

Placement Test Results (Indicate level): **Reading** _____ **Writing** _____ **Math** _____

Are you the first in your family to attend college? ☐Yes ☐No   Gender: ☐Female ☐Male

Ethnicity (optional):

☐ AN- Asian	☐ AV- Vietnamese	☐ HS- South American	☐ PH- Hawaiian
☐ AC- Chinese	☐ AX- Other Asian	☐ HX- Other Hispanic	☐ PS- Samoan
☐ AI- Asian Indian	☐ BN- Black, Non-Hispanic	☐ ME- Middle Eastern	☐ PX- Other Pacific Islander
☐ AJ- Japanese	☐ FN- Filipino	☐ NN- Native American	☐ WN- White, Non-Hispanic
☐ AK- Korean	☐ HN- Hispanic: Cuban, Puerto Rican	American Indian	☐ XD- Decline to State
☐ AL- Laotian	☐ HM- Mexican: Mexican American, Chicano	Alaskan Native	☐ XN- Unknown, Non-Responsive
☐ AM- Cambodian	☐ HP- Puerto Rican	☐ ON- Other Non-White	
	☐ HR- Central American	☐ PN- Pacific Islander	
		☐ PG- Guamanian	

Please check any other program(s) at De Anza College you are involved in: ☐Athletics ☐DSS ☐EDC ☐EOPS
☐First-Year Experience ☐Honors ☐Puente ☐Sankofa Scholars ☐Summer Bridge ☐TOP ☐Other

Please indicate which services, listed below you are interested in: ☐Career Exploration ☐Financial Aid Information
☐Mentoring ☐Peer Advising ☐Study Skills Information ☐Transfer Information ☐Tutoring ☐University Tours

What is your educational goal at De Anza College? ☐Certificate/AA degree ☐Transfer ☐Other ☐Don't know

What is your major?_____ GED/High School Graduate? ☐Yes ☐No

Name of High School:_____ Year Graduated: _____

Have you taken the Advanced Placement (AP) Exam? ☐Yes ☐No ☐N/A
Have you submitted your AP Scores? ☐Yes ☐No ☐N/A
Have you applied for financial aid? ☐Yes ☐No
Are you working while attending school? ☐Yes ☐No   Total hours per week: _____

Emergency Contact Information: Name: _____ Phone: _____

Address: _____ City: _____ State: _____ Zip Code: _____

Answering these questions is voluntary. The information will remain confidential and will be used to assist you in developing an educational plan to meet your academic goals.

Transfer Center
Program Review 2005-06

1. *How has your program/service responded to the institutional goal of increased access, growth and retention?*

   Over forty percent of De Anza students declare transfer as their educational goal. Because transfer is a complex and frequently changing process, students must negotiate a maze of transfer admission requirements that include varying academic standards, different course preparation, and moving application deadlines. The Transfer Center's array of services for current and prospective students addresses these complexities to promote access, growth, persistence and retention. With careful and informed transfer planning, the frustrations and confusion of the transfer process are eased, retention is increased, and successful transfer is the result. Figure I outlines the breadth of services offered and the number of students served by the Center.

Figure I
Transfer Center Services and Contacts – 2004-05

Type of Service	2004-05 Student Contacts		
	Individual	Group	04-05 Total
Drop-in Advising	5008		
Appointments	502		
Workshops/Classes		799	
University Rep. Contacts	1724		
TAAs Written	172		
Transfer Library Research	545		
High School Contacts	297		
High School Presentations		1008	
Counseling "triage"	1500		
2004-05 Total	**9748**	**1807**	**11555**

The highlights that follow illuminate service accomplishments not apparent in Figure I:
- Drop-in advising: The general student population is served through five- to ten-minute advising sessions as a supplement to the Counseling Center's services. Feedback from students is enthusiastically positive and confirms that short and precise advising interventions can effectively meet many students' needs as they navigate the transfer maze.
- Appointments: For targeted student populations with lower transfer rates or for students with complex transfer issues, individual appointments are made. <u>Students with appointments in the Fall 2004 cohort, tracked for one year, achieved a 90% success rate; 41% were still enrolled Fall 2005 and 49% successfully transferred or were transfer ready</u>. (See question #2 below for detail)
- High School Contacts: The Center's bilingual/bicultural academic advisor made 52 visits to County high schools with emphasis on the Eastside Union and San Jose Unified high school districts. Through advising appointments, transfer presentations, information tables, and other events such as college fairs and parent nights, over 1300 student contacts were made. Advising appointments were, by far, the most

productive recruitment method. For example, <u>of 50 high school students who benefited from appointments and subsequent follow-up, 40% enrolled at De Anza and are still currently enrolled this winter quarter 2006</u>. Of these, many were from Andrew Hill and Independence High Schools.

- University Representative Visits: CSU, UC, and independent colleges/universities advised 1724 students (duplicated count) through <u>108 visits to De Anza</u> during the 2004-05 year. Of these, the UC led the way with 57 visits.
- Transfer Admission Agreements (TAA): Transfer admission agreements have proven to be an effective tool that promotes transfer success. Previous feedback from two TAA institutions, San José State University and UC Davis, indicate that students with TAAs enroll at higher rates than non-TAA students. Although TAAs are written by all counselors/advisors within Student Services, <u>three Transfer Center staff members wrote 40% of all TAAs</u> in 2004-05.
- Workshops/Presentations: Approximately 800 students benefited from workshops and in-class presentations. The most popular workshops are the UC and CSU application workshops offered weekly during October and November of each year. Presentations in classes such as psychology, child development, English writing, and human development have also proven to be an effective means of reaching more students to teach the transfer process.
- Counseling "triage": During the first three days of each quarter, the Center staff serves as a "triage" team for the Counseling Center, providing front-line assistance to answer questions and assess waiting students' needs to determine appropriate service and/or referral. Of the average 1500 students served annually in "triage," <u>60% are assisted immediately by the Transfer Center and only 40% are referred to Counseling Center staff for further assistance</u>.

The services outlined in Figure I do not reflect all activities of the Transfer Center. Hundreds of quick questions, telephone and email advising contacts provide a valuable service that is currently not documented. (These contacts will be captured through the SARS sign-in system in the future). Additionally, the Transfer Center staff serves in a consulting capacity to other faculty and staff, indirectly impacting students assisted by other departments. With the Articulation and Transfer Services Coordinator, the Center disseminates updated admissions information, provides in-service training, and assists counseling colleagues with difficult transfer situations. At times, staff has initiated the time-consuming appeals process to advocate for students whose transfer admission has been denied because of inaccurate advising by others.

2. *In what ways has your program/service addressed student equity? Have your efforts increased the success of students?*
Student equity is the underpinning of the Transfer Center's mission. Title V's *Minimum Program Standards for Transfer Centers* requires "priority emphasis on the preparation and transfer of underrepresented students" with the mandate "to establish specific targets for increasing the transfer of those underrepresented." In support of these required standards, the Transfer Center targets African American, Chicano/Latino, American Indian, Filipino, and first-generation college students for specific retention services. Appointments are limited to these populations with historically lower transfer rates. Many may have underperformed in high school or may come from environments in which college is not viewed as a realistic possibility. For these students, advising appointments focus on cultural backgrounds and

strengths, anxieties and fears, levels of academic preparation, personal and family demands, and understanding of successful college-going behaviors. The cornerstone of the Transfer Center's success is the staff's expertise in multicultural education and cross-cultural counseling competencies (as delineated by the Association of Multicultural Counseling and Development.) With an enthusiastic service environment emphasizing community, students are motivated to return and to develop the confidence, awareness, and college-going attitudes that contribute to success.

The Center's impressive track record of success is summarized in Figures II - IV. Students with Fall 2004 appointments were tracked one year to Fall 2005. <u>Ninety percent (90%) of these students were successful. Of the 90 percent, 41 percent were retained and still enrolled Fall 2005 while 49 percent transferred or were determined to be transfer-ready</u> (90 units, appropriate GPA and required coursework completed). Of particular note is the achievement of <u>African American, Chicano/Latino, and Filipino students with success rates of 94 percent, 90 percent, and 82 percent respectively</u>. These students achieved significantly higher success rates than their counterparts in the general student population in relation to persistence, retention, and transfer success.

Figure II
Transfer Center – Retention or Transfer Success by Ethnicity
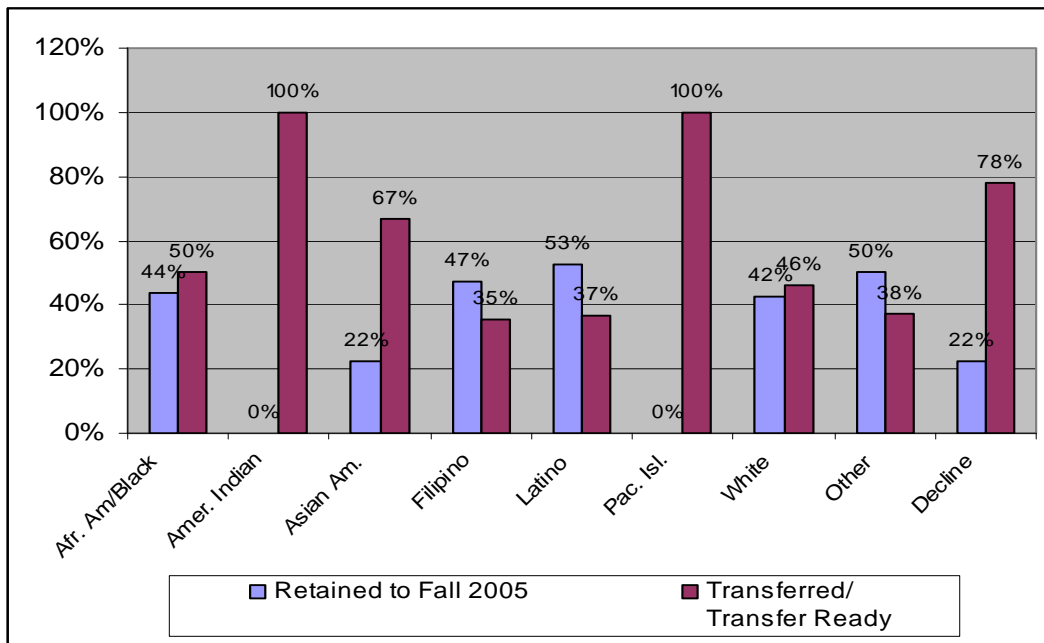**Fall 2004 Cohort of Appointments Tracked to Fall 2005**

Figure III
Percent Successful from Fall 2004 to Fall 2005

Ethnicity	Enrolled Fall 2005	Transferred/Transfer Ready	Total Success
Afr. Am/Black	44%	50%	94%
Amer. Indian	0%	100%	100%
Asian Am.	22%	67%	89%
Filipino	47%	35%	82%
Latino	53%	37%	90%
Pac. Isl.	0%	100%	100%
White	42%	46%	88%
Other	50%	38%	88%
Decline	22%	78%	100%
Total	41%	49.0%	90%

Figure IV
Total Number Tracked from Fall 2004 to Fall 2005

Ethnicity	Enrolled Fall 2005	Transferred/ Transfer Ready	Not Enrolled Status Unknown	Total
Afr. Am/Black	7	8	1	16
Amer. Indian	0	1	0	1
Asian Am.	6	18	3	27
Filipino	8	6	3	17
Latino	20	14	4	38
Pac. Isl.	0	1	0	1
White	11	12	3	26
Other	4	3	1	8
Decline	2	7	0	9
Total	58	70	15	143

What types of support contributed to this success? Examples of specialized strategies include:

- Intrusive advising – proactive and assertive communication with students; monitoring and following-up on progress.
- Workshops with content and pedagogy that address differing cultural learning styles.
- Culturally appropriate activities including networking social events, campus tours.
- Enthusiastic service environment with a collective, team approach to advising and support among staff members.
- Targeted high school advising and consistent follow-up.

In addition to providing direct student services, the Transfer Center has been instrumental in initiating equity efforts within the Counseling division and campus-wide. The Transfer Center Coordinator serves on the campus Equity Collaboration Team and the Equity for All project whose goals are to reduce disparities in access and retention outcomes. The results have been the development of campus-wide divisional equity plans and, importantly, the recognition of equity as critical to accreditation, program review, and strategic planning. Within the Counseling and Matriculation Division, the Transfer Center counselor chairs the Counseling Equity Task Force and assumes a key role in the division's curriculum committee as the Multicultural Resource Specialist. To date, she has developed a variable unit course, *Special Topics in Counseling*, that provides a vehicle for offering diverse topical courses to

meet changing student needs and has revised two courses, Counseling 100, *Orientation to College*, and Human Development 53, *Human Services Training*. Both courses were revised to include multicultural perspectives.

3. *What program/service changes have been put in place to address budget and/or personnel reductions?* and
4. *How has your program/service been impacted by budget or personnel changes?*
Since 2000-01, the Transfer Center has lost one FTE secretary/receptionist and has suffered an 84% B budget reduction, from $57,000 in 2000-01 to $8,800 in 2005-06. This reduction has eliminated funding for student peer advisors whose role is viewed as a critical and effective intervention strategy for student retention both on campus and in the high schools. Additional types of services eliminated include campus tours, Transfer Day and smaller networking receptions, Open Houses, and other community-building activities. To address these personnel and budget reductions, staff has absorbed receptionist duties while performing drop-in advising responsibilities. Clerical functions such as oversight of intake and statistical compilation have been eliminated.

A collaborative partnership with Student Success and Retention Services (SSRS), including Puente, has been initiated. Coordination in areas such as student intake, advising, joint planning for new service strategies, and sharing information and resources has cast a wider safety net for SSRS students, increased the number of SSRS participants, and improved efficiencies that eliminate duplication and maximize resources. Collaborative activities currently in place include: a) the Transfer Center's administrative assistant serves SSRS, Puente, and Transfer Center; b) peer advisors, funded by SSRS, are under the leadership of the Transfer Center counselor; c) Transfer and SSRS staff provide drop-in advising for both programs; d) events such as the Fall Open House are jointly sponsored and e) bi-weekly staff meetings are held for program planning.

5. *What resources are you requesting and how will they address access, growth or retention?*
Reinstatement of the secretary/receptionist position and restoration of B budget funding to 2000-01 levels are being requested. The loss of the secretary/receptionist has forced an operational change that requires a counselor/advisor to serve as receptionist while juggling drop-in advising duties. Without a central and identifiable receptionist, the flow of student intake is disjointed and inefficient, particularly in the new building with students from three areas (Transfer, SSRS, Puente) being served at one location. Some clerical functions have been absorbed by other professional staff, thus diverting them from retention responsibilities including student follow-up.

Restoration of funding for peer advisors will result in expansion of peer-driven activities including the high school advising program. Although financial assistance from SSRS is currently available, the funding from DASB is not a stable source of support. For the targeted students served by the Transfer Center, community-building activities and the establishment of a "home base" are vital for success. Peer advisors who serve as role models and mentors are the foundation of this retention strategy. Additionally, as mentioned in question#1 above, high school transfer advising has proven to be an effective means of recruitment; peer advisors would expand and enhance this service. With additional B budget, previously eliminated events such as campus tours and motivational community-building activities can be restored.

6. *What new program or initiatives have you put in place, or are requesting to create and how will these new program or initiatives address access, growth or retention?*
   The Transfer Center requests funding to develop new programs that expand recruitment and retention activities both on-campus and in the community. Primary among these initiatives include:
   - Continue collaboration with SSRS and Puente to increase and strengthen retention services.
   - Establish a case load for peer advisors who would serve as mentors to high school students and new De Anza students.
   - Develop a series of on-campus and community Saturday seminars with follow-up support groups for current and potential students, their parents and extended families. Support groups would focus on topical issues such as effective parenting, financing an education, cultural strengths and education.
   - Begin planning a leadership program with related curriculum that emphasizes ethnic identity development, excellence in scholarship, advocacy skills and community engagement.
   - Follow-up, with peer advisors, on high school applicants who completed De Anza applications, but never attended or enrolled in courses.
   - Participate in other campus initiatives including First Year Experience, Bridge, and Early Alert.

   All these retention initiatives are based on documented needs of students who historically transfer at lower rates. The focused support would improve the knowledge, skills, attitudes and behaviors required for educational success. More importantly, these retention efforts could produce transformative results that impact not only students, but their families and extended communities as well.

7. *How does your program relate or support institutional recruitment and outreach?*
   A bilingual/bicultural academic advisor provides a high school advising service that includes individual appointments, student and parent presentations, and information tables at targeted high schools. As described in question #1, she has been instrumental in generating a pool of students who are successfully enrolled and retained at De Anza. Critical to her success is the consistent follow-up support provided after initial contact. In addition, she participates in general outreach activities with the Outreach Office and offers the transfer expertise that is important for effective recruitment efforts. In this capacity, she provides support with high school visits, college fairs, campus tours and events such as parent nights.