De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

PART 1 -	Program Information	
1a) Program Name:	**Student Success and Retentions Services**	Enter the name of the program being reviewed.
1b) Name(s) of the author(s) of this report:	Patricia G. Burgos	Enter the name or names of those who authored this CPR.
1c) How many students are served by this program annually and is this number trending up, even, or down?	We currently serve approximately 500 students. We admit approximately 120 every year. We provide services to our students until the time of graduation and/or transfer. The numbers are going up but unfortunately we do not have the resources to serve all of those students interested in our academic programs. Our academic programs include Puente, Sankofa, FYE and Summer Bridge.	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
1d) Who are the typical students served by this program?	Our typical students are underrepresented students of color. Most of our students are Latina/o, African Ancestry, Filipino, Cambodian, and Pacific Islander.	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, and Filipino)?
PART 2 -	**MISSION** **and** **Accreditation Standard II.B.1**	
2a) What is the program Mission Statement?	The mission of Student Success & Retention Services is to address historical and institutional inequities resulting in achievement gaps for underserved students by fostering a community of learners and leaders through innovative services and pedagogies that increase retention, persistence, graduation and transfer rates.	Cut/paste or type in the program's most current Mission Statement.
2b) In what ways and to what extent does the program assure the quality of its services to students?	We survey our students at least once a year about our services. In addition, we have weekly staff meetings with the professional staff as well as the student staff. Each program coordinator also meets with the instructional faculty in their respective program. These meetings allow us to assist students with a holistic approach. We provide a student centered environment that engages our	Please address part 1 of **Accreditation Standard II.B.1** -The institution assures the **quality** of student support services ....

	students from admission to graduation and transfer.	
2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?	We provide academic programs that meet the students' needs at different levels of basic skills and we continue to work with the students' until they complete college level math and English courses specifically. Our programs also provide opportunities for students to become more involved in their communities at home and on campus through assignments, field trips, and guest speakers. Our end of the year event is an example of our students using their creativity to demonstrate their knowledge and skills gained with our integrated curriculum. They use technology, spoken word, musical talent, etc.	Please address part 2 of **Accreditation Standard II.B.1** -The institution … demonstrates that these services, regardless of location or means of delivery, support student learning and enhance **achievement of the mission** of the institution. The college Mission Statement can be found at: http://deanza.edu/about/mission.html
PART 3 -	**Accreditation Standard II.B.3**	**Accreditation Standard II.B.3** - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
3a) In what ways and to what extent does the program assure equitable access for all students?	Students who score at the developmental levels of English and math are eligible for our programs. Our programs provide course reading materials online, book vouchers for those who do not receive enough financial aid, a book loan program, a calculator loan program and we have free internet access in our computer lab which includes free printing privileges. These services provide the materials necessary to be successful in class regardless of their personal demographics or background.	**Accreditation Standard II.B.3.a** - The institution assures **equitable** access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.
3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?	All of our programs include curriculum that encourages our students to learn about their own identity, their communities and the social problems that exist. Our students are asked via assignments to explore their own personal development and how they can be part of a solution to alleviate a social problem in their own community. Our students are often asked to volunteer for many on campus events such as the African Ancestry High	**Accreditation Standard II.B.3.b** - The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.

	School Outreach Day and Youth Voices. In the past 5 years, many of our students have served as senators on DASB, club founders such as IMASS and HEFAS, club officers, etc.	
3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs?	We currently have 3 counselors in SSRS. Each counselor has a caseload of students but also coordinates their respective program. We develop workshops; manage field trips including campus visits, and invite guest speakers including authors students are currently reading in class. We survey our students at least once a year regarding the services our counselors provide to assess what we need to change, delete or add.	**Accreditation Standard II.B.3.c** - The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)
3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?	Our programs all use a diverse curriculum. Our students read, analyze and review many articles and books related to diversity in education, the labor force, etc. In our center, we provide activities that allow our students to explore and learn more about diversity.	**Accreditation Standard II.B.3.d** - The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.
3e) In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?	Not Applicable. However, the English placement instrument definitely has a negative effect on our students. We have had students placed in the wrong English level and students do not receive their scores for over two weeks after taking the test.	**Accreditation Standard II.B.3.e** - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (Answer only if applicable to the program under review)
3f) In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?	We keep a file on each student and they are maintained in a locked cabinet. Counselors update this file each time we see a student in our office. We also have a database with all of this student information.	**Accreditation Standard II.B.3.f** - The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
PART 4 -	**Staffing**	

4a) Have there been any significant **staffing** changes since the last CPR in 2008-09?	Yes, we lost 1 full time counseling faculty, 1 part time counseling faculty, 1 part time academic advisor. Our Instructional Liaison and SSRS Director have changed since 2008-09.	Please explain any significant changes in **Classified, Faculty, and Administration positions** that have occurred over the past five years.
4b) Are there any significant **staffing** changes that will be needed over the next five years?	Our instructional liaison was only given two quarters of release time this 2013-14 year. There is no agreement yet whether or not this will continue over the next 5 years. In addition, our programs mentoring component has not been at its full potential for at least two of our programs. We need a classified person who can develop and maintain the peer and professional mentoring component for all 3 programs. In addition, we cannot grow our programs because we do not have the staff to accommodate more students. However, the 3SP targets some of our best practices and so the best practices themselves may be disseminated campus wide to reach more students and thus more faculty and staff will be involved.	Please identify any anticipated changes in **Classified, Faculty, and Administration positions** that could occur over the next five years. (Explain why these changes may be needed i.e. new directions, retirements, policy issues, etc.) (Specifically identify any anticipated **Student Success Support and Program (3SP)** connections)
PART 5 -	**Facilities**	
5a) Have there been any significant **facility** changes since the last CPR in 2008-09?	None.	Please explain any significant changes in program **facilities** that have occurred over the past five years. (Specifically identify any anticipated **3SP** connections)
5b) Are there any significant **facility** changes that will be needed over the next five years?	None.	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated **3SP** connections)
PART 6 -	**Equipment**	
6a) Have there been any significant **equipment** changes since the last CPR in 2008-09?	NONE, even though we have been asking every year for new computers.	Please explain any significant changes in program **equipment** that have occurred over the past five years. (Instructional and non-instructional)

6b) Are there any significant **equipment** changes that will be needed over the next five years?	We desperately need new computers in our computer lab. Our students have more updated software than our computers. We have asked through Measure C and were promised computers over spring break but unfortunately, we have not received any as of today. The lack of technology for students' use greatly disadvantages a group of students who historically already have many barriers educationally and socioeconomically.	Please identify any anticipated program **equipment** needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs) (Specifically identify any anticipated **3SP** connections)
PART 7 -	**Operational Costs**	
7a) Have there been any significant **operational cost** changes since the last CPR in 2008-09?	None.	Please explain any significant changes in program **operational funding** that have occurred over the past five years. (B budgets)
7b) Are there any significant **operational cost** changes that will be needed over the next five years?	SSRS currently has a B budget that supports all four programs. Although Puente, has a small budget, SSRS will often augment any necessary expense. Our programs not only need to provide services for the incoming students, but we also provide support to our continuing students. It would be helpful if each of our programs had an operational budget of at least $5000.	Please identify any anticipated changes to **operational cost** needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated **3SP** connections)
PART 8 -	**Organizational Alignment**	
8a) Have there been any significant **organizational alignment** changes since the last CPR in 2008-09?	None.	Please explain any significant **organizational alignment** changes that have occurred over the past five years.
8b) Are there any significant **organizational alignment** changes that will be needed over the next five years?	None.	Please identify any anticipated changes to **organizational alignments** that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)

PART 9 -	Regulations/Laws/Policies	
9a) Have there been any significant changes in **regulations/laws/policies** since the last CPR in 2008-09?	AB540 students are now eligible to apply for financial aid. This is wonderful news for our students but adds a new component to the services we provide our students.	Please explain any significant changes in **regulations/laws/policies** that have occurred over the past five years. (Federal, State, Local, District, college, etc.)
9b) Are there any significant changes in **regulations/laws/policies** that will affect the program over the next five years?	The changes for AB540 and the Dreamers will have an impact. We need to be properly trained so that we provide the best service possible in relation to the new regulations/laws/policies. In addition, the new policies the school decides to impose must be shared with the entire campus before implementation so that we are ALL aware.	Please identify any anticipated changes in **regulations/laws/policies** that could affect the program over the next five years. (Federal, State, Local, District, college, etc.) (Specifically identify any anticipated **3SP** connections)
PART 10 -	Professional Development	
10a) Have there been any significant **professional development** activities for the program (or others) since the last CPR in 2008-09?	We continue to attend conferences. These conferences help us stay current in transfer requirements, how to implement best practices in our programs, learn new practices that have been proven to be effective especially for students of color. In 2012, two counselors from our area presented at NCORE. One counselor presented on a program for African American students that focused on math and English and the other counselor presented on our FYE program.	Please explain any significant **professional development** activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.
10b) Are there any significant **professional development** needs for the program (or others) over the next five years?	We need to continue to stay current in all aspects of our counseling duties. In the next 5 years, it will be helpful to learn how to encourage and assist the campus at large to adopt some more proven 'best practices'. In this way, our programs would not necessarily have to scale up but the campus as a whole might change the way it delivers student services and instruction.	Please identify any anticipated **professional development** needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities. (Specifically identify any anticipated **3SP** connections)

PART 11 -	Curriculum, Student Success, and Equity	The 2012-13 course data is located at: http://deanza.edu/ir/program-review.12-13.html .
11a) Have there been any significant **curriculum** since the last CPR in 2008-09?	We added 4 courses to FYE and Sankofa. These courses focus on social movements, schooling and inequality and how to research Social Movements.	Please explain any significant **curriculum** changes in that have occurred over the past five years.
11b) Are there any significant **curriculum** issues in that will affect the program over the next five years?	Our Sankofa program should be undergoing curriculum changes in the next year. One instructional faculty is currently developing a curriculum specifically for Sankofa during his sabbatical. We hope to evaluate it and integrate it into future Sankofa courses.	Please identify any anticipated **curriculum** issues in that could affect the program over the next five years. (Specifically identify any anticipated **3SP** connections)
11c) What is the aggregate student success rate in the instructional portions of the program? Has the **60%** requirement been met or exceeded?	For the past 5 years, all 3 programs have had over 80% success rate for our targeted populations (Latina/o, African Ancestry, Filipino, Pacific Islander). We have definitely exceeded the 60% requirement. Please see the CPR for Puente and Sankofa for more statistics. I have also attached FYE statistics for the English and Sociology courses.	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above **60%** http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?
11d) What are the student success rates between groupings of students? Is there a success rate gap that exceeds **5%** between any of these groupings?	The rates have a less than 5% gap between groupings. For example, in FYE, the targeted ethnic groups have closed that gap each year for the past 3 years. For 2012-13, FYE had 80% success for targeted groups compared to the 79% for non-targeted groups campus wide. Please see the CPR for Puente and Sankofa for more statistics.	The college equity goal is to have no more that a 5% student success gap between any groupings of students. Please explain any gaps exceeding **5%** and what plans are in place, or are being made, to address closing this gap
PART 12 -	Other	

12a) Have there been any **other** significant program changes since the last CPR in 2008-09?	None.	Please explain any **other** significant program changes that have occurred over the past five years.
12b) Are there any **other** significant issues that will affect the program over the next five years?	Our programs work closely with the instructional staff especially with the English and math departments. Our programs focus on students who score at the developmental levels and unfortunately, there are not many instructors who are able or willing or excited to teach at these levels. It becomes problematic when only 2 or 3 instructors are willing and are asked to teach in our programs each year. There is a great deal of burn out especially because there is no compensation or release time. Our instructors do a great deal with the integration of curriculum, weekly meetings, tracking student progress, participating in an early alert system with the respective counselor and participate in out of classroom activities As a campus there is a need to hire faculty designated to teach at the developmental levels and to have them dedicated to teach those classes. We also need to offer enough developmental classes to address the needs of the populations we are reaching. There is a shortage of African American faculty to support our Sankofa students for example. The lack of human capital to support these students has a detrimental effect in closing the achievement gap.	Please identify any **other** anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated **3SP** connections)
PART 13 -	**Student Success and Support Programs (3SP)**	
13a) How will the new 3SP **orientation** requirements affect the program over the next five years?	Our programs have already been facilitating orientations as defined by 3SP. The new requirements will not have an impact.	Summarize any **orientation** issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.

13b) How will the new 3SP **assessment** requirements affect the program over the next five years?	Unfortunately, our current English placement scoring tool takes approximately two weeks to get a result plus it is subjective. We have had students each year, placed in the wrong level. This potentially has a disproportionate impact on underrepresented students and it is an area that deserves further research from our research office and the language arts department.	Summarize any **assessment** issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
13c) How will the new 3SP **student education planning** requirements affect the program over the next five years?	No impact. Each counselor in our area completes a comprehensive ed plan for all of our program students. This is placed in our file and we are now inputting the ed plans into DegreeWorks.	Summarize any **student education planning** issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
PART 14 -	**Student Services Learning Outcomes and Accreditation Standard II.B.4**	**Accreditation Standard II.B.4 -** The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
14a) What are the current/active program **outcome statements**?	All Program participants will complete a quarterly updated Educational Plan that supports their identified educational objectives. All Program participants will complete basic skills course sequences in Language Arts and/or math during their first year of enrollment with SSRS. All program participants will construct a plan for transfer and/or associate's degree at De Anza College. All Program participants will complete a HUMA 20 "Life skills in Higher Education" course within their 1st year with SSRS. All Program participants will appraise/evaluate multi-culturally competent counseling and advisement services given by staff and faculty.	Please list all of the **Student Services Learning Outcomes (SSLO) statements** for the program. (Cut/paste from TracDat, APRU or other documents.)
14b) How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?	All of the statements have been assessed over the past 5 years.	Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)

14c) Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.	Based on surveys, we have increased the amount of ed plans completed and submitted on DegreeWorks. We have also strongly encouraged all program participants to complete Huma 20 either before enrolling in our program or during their first quarter in the program. We are also encouraging comprehensive ed plans and submitting them on DegreeWorks.	Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)
14d) What are the program outcome assessment plans for the next five years?	We want to continue to survey our students. We may also include focus groups next year. The focus groups may lead to new or updated program outcome statements.	Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)
Part 15 -	**CPR SUMMARY**	**Part 15** is intended to be a brief yet thorough overarching summary of **Parts 1 through 14**.
15) Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?	In 2012, one of programs, FYE, received the 2012 Exemplary Program Award, Honorable Mention from the CA Community Colleges Board of Governors. This recognition and our presentations at a national conference validates for us that we are on the right path to helping our students succeed. We have also gained a great deal of support especially from off campus donations. In the past 5 years, we have been able to stream line and organize our database, provide more study and computer space for our students, we have created scholarships, and we have a solid integrated curriculum which has been very well received by the students. We currently serve almost 500 students and we have created a process that allows us to track each student's progress, we've implemented an early alert system for our students on academic probation, we continue to fundraise for our scholarships, and our peer mentors have created partnerships with local vendors so that we can provide refreshments during finals week every quarter. We have strong partnerships with instructional faculty but in the next 5 years, there must be more attention given to those instructional faculty willing to teach developmental courses and are willing to put in the extra time necessary for our programs. In addition, we desperately need new computers to keep current with	Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last CPR (2008-09), 2) Where the program is now (2013-14), and 3) Where the program anticipates or needs to go over the next five years (up to 2018-19).

	our students. Many of the materials and assignments are online but students may not have access at home. They utilize our computer lab but the lack of updated software places students at a disadvantage and they are not served adequately. There is a need to update software and to have functioning computer stations at all times.	
Part 16 -	**DIVISIONAL PERSPECTIVE**	**Applicable to Divisions that have multiple programs that are writing CPRs**
16a) Name of the Division and the names of the programs.	Counseling and Matriculation Division; Puente; Sankofa; SSRS; Transfer Center; Counseling Center; ISP	Write the name of the division and the names of the programs that are submitting CPRs
16b) Who wrote the Divisional Perspective?	Angela Caballero de Cordero, Ph.D., Dean of Counseling and Matriculation Division	Enter the name or names of those who authored this Divisional Perspective.
16c) Summarize the CPRs written by the programs of the Division.		Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.