

 Dept AS - (SSRS) Student Success and Retention Services > Academic Support Assessment Unit
> Program Review



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



▼  **Dept AS - (SSRS) Student Success and Retention Services**



For 2017-18 Submitted by:: Alicia Cortez

APRU Complete for: 2016-17



Program Mission Statement: Student Success and Retention Services Center is the umbrella entity that houses several cohort programs for first generation college students who test into developmental levels of English and Math providing a computer lab, tutoring and peer mentoring services and retention counseling interventions.



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

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



I.B.1 Number Certificates of Achievement Awarded: 5

I.B.2 Number Certif of Achievement-Advanced Awarded: 4

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 25

I.B.4 # AA and/or AS Degrees Awarded: 74

I.C.1. CTE Programs: Impact of External Trends:

I.C.2 CTE Programs: Advisory Board Input:

I.D.1 Academic Services & Learning Resources: #Faculty served: 0

I.D.2 Academic Services & Learning Resources: #Students served: 1,445

I.D.3 Academic Services & Learning Resources: #Staff Served: 0

I.E.1 Full time faculty (FTEF): 4

I.E.2 #Student Employees: 6

I.E.3 % Full-time :

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources: -2: Decrease of student employees. Six peer mentors/tutors hired to work in the SSRS Center and in the classrooms this academic year '16-17. One of the peer mentors serves as a Lead Peer Mentor assisting with coverage and scheduling. Previous years we were able to hire 8 peers to assist with programming and tutoring especially for developmental courses. These positions have been funded by DASB. This past year we served 1445 duplicated students, 826 through drop in appointments; 481 through scheduled appointments . Data provided by SARS Fall 2016-Fall 2107. This was the first year FYE received a budget of \$10,000 and Umoja \$7500 and \$2500 for Puente which helped to facilitated the high retention and success rate among participants.





II.A Enrollment Trends: De Anza's Latino/a student enrollment increased to 24% of the student body during 16-17 resulting in an increased interest in our programs. Latino enrollment in our programs increased while our Filipino student population decreased. Latino/a students comprise (89%); African Am (8%); Filipino/Pacific Islander 2%; Asian 1% of our program participants. Fall 2017 we increased the Filipino enrollment slightly to 4% and hope to do more outreach and collaboration with the IMPACT AAPI cohort.

II.B.1 Overall Success Rate: Our programs continue to experience high success and course completion rates ranging from 72% to 100% particularly in the developmental English-Writing courses. 85% of all SSRS program participants are in good academic standing -GPA 2.0 or higher. (FHDA MIS Quarterly Submission Report Fall 2015.) See individual programs for success rates.

II.B.2 Plan if Success Rate of Program is Below 60%:

II.C Changes Imposed by Internal/External Regulations: In Fall 2014, SSRS programs underwent reorganization from the Student Services side of the college to Instruction under Academic Services and are currently realigning our curriculum, services and staff to better address the needs of our targeted populations. During this reorganization we also underwent staff changes in both counseling and instruction. We hired a new FYE Counselor Coordinator, Umoja Counselor/Coordinator and Interim Puente Project Counselor/Co-Coordinator. As a result of the reorganization and staff change, we did not offer our Umoja/Sankofa learning community during the 2015-2016 year however, we continued to serve our African American student population offering tutoring, peer mentoring, counseling and professional growth opportunities (i.e. Umoja Statewide/Regional Conference, African American Student Conference). AY 2016-2017 was Umoja first full year in operation. One of the challenges for the Umoja team was a consistent English-Writing faculty member yet was able to yield good success rates.

The FYE program also experienced new faculty to the program and worked diligently to coordinate and integrate their curriculum.

While student enrollment continues to decline for the campus, the SSRS programs continues to demonstrate a high success rates among our disproportionately impacted student population in developmental Reading/English Writing courses as well as in completing their educational goals.

As a result of offering ADT for transfers to CSU campuses we have begun to see some positive results. From 2014-2015, SSRS students who earned an associated degree for transfer took less time to earn the degree, when compared to student who earned a traditional associate degree. (DAC SSRS Programs: Headcount, time to completion & GPA statistics for students who earned a degree or certificate between the 2014 and 2016 academic years, prepared by Lourdes Del Rio-Parent, March 22, 2017).

III.A Growth and Decline of Targeted Student Populations: Our SSRS programs comprise the following demographics: Latino/a students comprise 89%; African Am 8%;



Filipino 2%; Asian 1% of our program participants.

There continues to be a need to close the achievement gap and strong interests for our programs that help facilitate this.

Every spring/summer we have over 350-400 students complete an on-line interest form expressing to be part of our programs with the largest interest from the Latino/a students.

Unfortunately, we are not able to accommodate them all leaving a great need to expand services to help close the inequity gaps for our students.

The decline of Filipino students in our programs may be attributed to the success of the IMPACT AAPI program. This program has been successful in enrolling more Filipino students however data shows there is still a need to close the equity gap with this population.

As we recruit for the upcoming Umoja cohort, we anticipate an increase in our African American students.

III.B Closing the Student Equity Gap: Not mentioned in our previous comprehensive plans is the need to assess men of color in our programs to determine any achievement gaps and to compare the results with targeted and non-targeted student results. WE plan to evaluate the success of males as they comprise 39% of our program participants.

We know Summer Bridge, FYE, Umoja/Sankofa, Puente data have been successful in closing the achievement gap in developmental courses in English and will continue to build on those best practices to other disciplines. (See respective program reviews.)

In our spring 2017 SSRS survey, 95% of the students reported they were able to complete their transferable EWRT 1A course by the end of spring quarter of their 1st year of enrollment into an SSRS Program. (Source: DAC Research Office, SSRS Survey, Spring 2017)>

III.C Plan if Success Rate of Targeted Group(s) is Below 60%:

III.D Departmental Equity Planning and Progress: To increase the success, retention and graduation of our African American students, the Umoja program recruited a cohort of 25-30 students for AY 2016-2017 but had some challenges 2017-2018. Once again, not having a dedicated English/Writing faculty assigned to the program poses continuity constraints. This upcoming year, the Umoja program will be reorganizing how services and support are developed and delivery and will be in collaboration with the Men of Color and Athletics Counselor.

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): Assessing for SSSP outcomes, our program achieved the following: Placement: 98% Orientation: 91% Abbreviated Ed Plan: 62% Comprehensive Ed Plan: 89% Compared to Targeted Groups/Not Targeted: Placement: 69%/80% Orientation: 71%/82% Completed Ed Plan:

IV.B Cycle 2 SLOAC Summary (since June 30, 2014):

V.A Budget Trends: The SSRS Center hires peer mentors/tutors to serve all three



programs. All six student positions are funded by DASB. Without these positions, it would be difficult to maintain the center's operations and computer lab impacting all student's ability to seek peer assistance, tutoring and access to internet, printing and computers. As a result of our reorganization and growth, we have had to use more funds to purchase office and center supplies, equipment for counselors – printers, updated computers, calculators and scantrons

AY 2016-2017, SSRS received \$20,000 to fund FYE, Umoja and SSRS program needs which saw an increase in retention of students and widening of the opportunity gap for our students .

V.B Funding Impact on Enrollment Trends: SSRS B budget primarily supports the operations of all its programs and the student center. We continue to rely on DASB and Student Equity funds to help support our students and without this funding we will not be able to provide the necessary student support and community space essential for our programs to succeed.

V.C.1 Faculty Position(s) Needed: Growth

V.C.2 Justification for Faculty Position(s): As mentioned in the Puente, FYE, and Umoja program review there is a need for at least 2 more full time Counselor/Coordinators.

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

V.D.2 Justification for Staff Position(s): As Stated in the SSRS Comprehensive Program Review 2013-14, there is a need for a classified position for a Program Coordinator II. There is a need to coordinate and grow our mentoring efforts across the programs beyond the student's first year. Our programs mentoring component has not been at its full potential for at least two of our program. A staff position focused on developing peer training, program and evaluation and implementation along with recruitment of professional mentors for all 3 programs would help coordinate all services and increase the persistence and retention of continuing students especially as we grow.

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

V.E.2 Equipment Title, Description, and Quantity: 10 Laptop computers and charging cart

V.E.3 Equipment Justification: As a result of our reorganization and new location, we no longer have access to a copier or scanner in our offices. Previously we shared a copier, scanner and fax machine with the Transfer Center but with our new location that is no longer feasible.

As our programs grow, the demand for learning and communal space continues to grow.

Many of our first year students do not own computers or laptops so they rely on our center to write up and print out documents for their classes. The computers/printers in SSRS are consistently utilized and having laptops allows flexibility to use them in the center.

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V.F.1 Facility Request: Larger space for student use -tutoring, mentoring and printing as well as for the counselors.

V.F.2 Facility Justification: As part of the reorganization, SSRS was physically relocated to another space. To date, it houses 1 Director, 3.5 counselors, 1 Administrative Assistant, 6



peer mentors, 8-9 tutors and a computer lab. This physical space is where students meet to do homework, study, receive tutoring, meet with counselors or program faculty for office hours, and come to print out papers and class assignments. We are at full capacity and during peak hours we can no longer accommodate all students wanting to use the center. The need for additional or larger space is imperative not only to meet student's needs but more importantly for safety and fire standards. WE anticipate adding another cohort this upcoming year but we desperately need a larger space.

V.G Equity Planning and Support: As stated in both the FYE , Puente and Umoja/Sankofa program review updates, there is a need for our students to explore and expand transfer opportunities in Southern California and out of state Universities.

Continuing to provide faculty compensation facilitates program planning that span across several disciplines and divisions. This allows the opportunity to consult, integrate curriculum, program plan and evaluate student outcomes for success.

V.H.1 Other Needed Resources:

V.H.2 Other Needed Resources Justification:

V.J. "B" Budget Augmentation: First generation college students from targeted populations would have access to academic opportunities, career explorations and options, as well as industry visits. (\$10,000). The Puente Project MOU with the University of California requires that we provide an additional \$2000 budget to support the program.

Need faculty compensation for programming, curriculum coordination and assessment of best practices. (\$20,000)

SSRS fulfills De Anza's mission by engaging students in creative work through culturally responsive curriculum across several disciplines. Our programs also provide leadership and community engagement opportunities in line with the mission of the college.

V.K.1 Staff Development Needs: Attending conferences, Professional Development Institutes sponsored by Statewide Program (Puente and Umoja), On Course Training for Faculty and staff, RP Group Student Success Conference, Ensuring Transfer Success (ETS) Conferences. Attend conferences and sessions offered by the Statewide Male Initiative.

V.K.2 Staff Development Needs Justification: In order for faculty and staff to stay current in their respective disciplines, and to develop and implement best practices, it is essential for the SSRS Faculty to attend and to present at these conferences.

V.L Closing the Loop: VI. Closing the Loop How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes "What were the assessments showing the results of receiving the requested resources over the last five years?"

1. Course completion of developmental courses – de-aggregate data by gender
2. Persistence, retention and transfer/graduation rates.
3. Assessment of institutional Core Competencies.
4. Develop and revise FYE /UMOJA PLO and SSLO in collaboration with the respective faculty teams.
5. Student Evaluation of SSRS Services and Center programming.

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