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Academic Support Assessment Unit General

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Name	Dept AS - (SSRS) FYE
2019-20 Annual Program Review Update Submitted By	Jorge Morales FYE Counselor/Coordinator morales
APRU Complete for	2018-19 ▼ ?
I.A.1 What is the Primary Focus of Your Program?	Transfer ▼ ?
I.A.2 Choose a Secondary Focus of Your Program?	Basic skills ▼ ?
I.B.1 Number Certificates of Achievment Awarded	1 ?
I.B.2 Number Certif of Achievment-Advanced Awarded	0 ?
I.B.3 #ADTs (Associate Degrees for Transfer) Awarded	9 ?
I.B.4 # AA and/or AS Degrees Awarded	19 ?
I.B.5 Trends in # Degrees Awarded	N/A ?

I.B.6 Strategies to Increase Awards	We offer transfer- ready workshops in SSRS and Friday workshops focused on transfer programming and support for students, Instructors have introduced information about their AADT programs where these exist and have talked to students about career options within the field of study. Our program provides enhanced support with instruction and embedded tutoring to make sure that students	?	

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Field	Value	?
I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics		?
I.C.2 CTE Programs: Labor Market Demand and Industry Trends :		?
I.D.1 Academic Services & Learning Resources: #Faculty served		?
I.D.2 Academic Services & Learning Resources: #Students served		?
I.D.3 Academic Services & Learning Resources: #Staff Served		?
I.E.1 Full time faculty (FTEF)	9	?
I.E.2 #Student Employees	4	?
I.E.3 Full Time Load as a %	128%	?
I.E.4 # Staff Employees	0	?
I.E.4 #Staff Employees		?
I.E.5 Changes in Employees/Resources		

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Our program is still missing a director of SSRS position which became vacant when the acting director was promoted to a dean position. The Director of SSRS played a critical administrative role for the program which included, but isn't limited to recruiting students and faculty for programs, entering appropriate designations for courses, scheduling, coordinating the collection of program data, training student peers, onboarding new faculty, conducting professional development, etc. Some of these duties have been absorbed by the Faculty coordinator and Counselor coordinator for the program, however

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II.A Enrollment Trends	For 2018-2019 we saw enrollment increase again from the previous year. Our unduplicated head count for this year was 112 compared to 106 from the previous year. Overall our enrollment for this program is growing yearly for all of the	?
II.B Overall Success Rate	What changes in student success rates have you seen in the last three years? You do not need to list success rates, rather reflect on trends in success rates. 1. What could be factors that influence differences in success rates? 2. What strategies does your department have in place to increase or maintain current success rates? 1. Overall, the FYE program has remarkable success rates. For the academic years of 2015-2016 and 2016-2017, the success rate was unchanged at 89%. However in the academic year of 2017-2018, the success rate dropped 9% to an overall rate of 80%. For the year 2018-2019 our success rate once again increased to 86%. An increase of 6% from the previous year. 2. A few factors might account for this change. Firstly, the faculty co-coordinator returned from her 1 year sabbatical in Fall quarter of 2018 which helped stabilize the program both from a faculty and student perspective. Secondly, we increased the number of peer tutoring hours in the program. Along with increasing the peer tutoring hours, our English instructors learned how to better utilize our peer tutors to support their classes and student needs. Lastly, the pilot combo 1A offered in the Winter was taught by the same teacher as in the fall and students	?

II.C Changes Imposed by Internal/External

Regulations	An external change that has impacted the structure of our program has been AB 705, which last year eliminated our ability to offer developmental reading and writing courses. We addressed this by piloting our first AB705 English course for our lowest placing students in the	?
III.A Program Success	As mentioned above, we implemented a number of events such as guest speakers, and community outings that are culturally relevant four our students. Some of our best practices in terms of community events and programming is our participation in the SSRS parent orientation, as well as our end of the year FYE transfer	?
III.B Enrollment Trends - Equity Lens	The percentage of enrollment for African American students for this year was 3% compared to their population overall in the college which is 4%.The percentage of Latinx students in our program was 89%compared to their population overall in the college which is 25%.The percentage of Filipinx was 5% compared to their population in the college of 6%.The percentage of Pacific Islander was 0% compared to their population in the college of 1%. We suspect that due to the success of the Impact AAPI Program, the Filipino/Pacific Islander student population may have decreased. We also suspect that due to the continuation of the	?
III.C Success, Non-Success and Withdraw Rates		

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Our program consistently demonstrates our ability to improve success rates for disproportionate impacted students. While our impact for African American students was at -12, it was still 2 points better than the college as a whole which was -14. For our Filipinx and Latinx students we scored a 1 & 0 effectively completely closing the achievement gap for these populations. In addition, we also closed the achievement gaps with students with disabilities with a score of +8 and veterans with +14. We scored a -1 with low-income students, but it was still and improvement compared to the overall campus average of -5. Lastly, foster students, pacific islander students, and native American students were N/A since we did not have any self-identified student of those populations.

The success rates we have in FYE among Latinx and Filipinx students is significantly higher than that the rest of the campus. We believe our success rates are higher for several reasons. The first factor in our success is the quality, preparation and dedication of our program faculty. Our faculty coordinator strives to recruit instructors who have demonstrated success in working with marginalized student populations and boosting their academic success and self-confidence. Faculty retreats and orientations at the beginning of the academic year serve to prepare our faculty for teaching in the program and allow them to integrate curriculum and scaffold assignments effectively. Program faculty meet on a weekly basis to discuss student progress and coordinate course content as well as to develop best practices for helping students succeed in our classes. The second major factor

III.D Equity Planning
        and Support

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Has equity work generated any need for resources? If, so what is your request?

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1.   20 new lap tops. As of now we have a lap top cart which only includes 10 lap tops. Ideally we need at least 30 laptops in order for students to serve at least one class. Often times we need to do lab work but there are too few labs on campus that are open to for classes. Most of our students do not own lap top or computers so they are dependent on the computers in the SSRS. We only about 20 computers in the SSRS lab but we share the lab with 3 other programs so there is always a shortage of computers.
2.   60 Ipad compatible keyboards that have track pads and smart pens to get full utilization of our ipads for our students.
3.   60 Microsoft office software bundles to be

III.E Departmental Equity Planning and Progress

•   Professional Development--There are several conferences that have been important professional development opportunities for our faculty.   The annual RP group Strengthening Student Success conference has been an important opportunity for learning about the the latest research in, as well as high impact practices surrounding, basic skills education. NCORE, and Facing Race Conferences are also important for keeping our faculty current in the areas of critical race and ethnic studies so that we can continue to develop and offer culturally relevant curriculum and pedagogy. Lastly, we hope to participate in the National First Year Experience Conferences next year to see what other colleges are doing in their First Year Experience programs.
•   Enhanced support for students—Students would benefit from growing the amount of tutors in the program able to provide embedded support inside writing and other courses, as well as supplemental support outside of courses.
•   Departmental Collaborations --- Faculty can benefit from more funded opportunities to meet

III.F Assistance Needed to close Equity Gap

Yes ▼

IV. A. SLOAC Summary

First Year Experience (FYE) students will complete

IV.B Assessment Planning

Both FYE cohorts took CLP 75 and as part of the course one of their major assignments is to complete the transfer portfolio. The Students

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V.A Budget Trends

FYE B budget request is pending and has in the past been maintained through basic skills funding, student equity, DASB, and SSRS B budget.   The program relies on additional pay to fund planning and coordination efforts by faculty that go above and beyond the scope of their contracts. Without this additional pay, it would be difficult, if not impossible, to recruit and retain faculty for our program as it requires a considerable investment in time and effort beyond what is normal for teaching a general population course. Additional responsibilities of FYE faculty include increased preparation time for the purpose of collaborating on our integrated curriculum, mandatory professional development and orientation specific to our program's needs, and participation in cultural or

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V.B Funding Impact on Enrollment Trends

The program has full reliance on basic skills funding, student equity, DASB, and SSRS B budget. Currently, there is a lack of permanent funding for our program. Faculty in our program have also not been given reassigned time (as

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V.C.1 Faculty Position(s) Needed

Replace due to vacancy ▾

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V.C.2 Justification for Faculty Position(s)

The program lost our SSRS director when she was promoted to Dean of Equity. This position remains vacant and needs to be filled. The SSRS Director plays a critical administrative role for the program which includes managing our budget, recruiting students and faculty for programs, entering appropriate designations for courses,

?

V.D.1 Staff Position(s) Needed

[　　　　　▾]

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

[　　　　　]

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V.E Equipment Requests

[　　　　　▾]

?

V.F Facility Request

[　　　　　▾]

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V.G Other Needed Resources

[　　　　　▾]

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V.H.1 Staff Development Needs

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V.H.2 Staff Development Needs Justification	De Anza staff and faculty development provide $1600 maximum per employee for conference fees. The number has not increased for several years and now sometime not even enough to cover the transportation, cost, and lodging of a single conference. During a given year, there are usually several opportunities both in and out of state which could help add to our professional growth both as individuals and as a program.	?
V.I Closing the Loop	1. We will gather data on the number of students who complete their educational plan before the end of the first year through counseling and advising 2. We will gather data on which schools students are applying to or plan to transfer to through one on one counseling and advising and/or through assignments in the Career Life Planning course. 3. We will gather data on major or career exploration or goal identification through one on one counseling and advising and/or through assignments in the Career Life Planning course 4. Faculty will share and apply three best practices learned from a conference in our yearly retreat or in a curriculum planning meeting.	?
Last Updated	02/10/2020	?

* Required field