	Dont AS - (SSPS)	Academic Support Assessment Unit General ஹ Dept AS - (SSRS) FYE > Aব্রিগ্রিফালাইাও০চুন্তৃগুরুণ মণ্ডহেন্ডের্জনির্দাস Unit		
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<u>m</u> Academic Support.	¥			
Program Review				
Personnel (/tracdat /faces/assessment /assessment_unit /personnel.xhtml)	Name	Dept AS - (SSRS) FYE		
Academic Support	Program Review	Jorge Morales FYE Counselor/Coordinator morales		
Service Planning	✓ Update Submitted By			
🚠 Mapping	✓ APRU Complete for	2018-19 - ?		
Reports	 I.A.1 What is the Primary Focus of 	Transfer ?		
Documents	✓ Your Program?			
	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 ?		

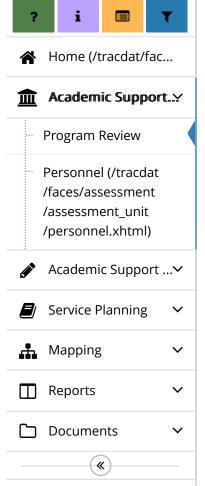
 i Home (/tracdat/fac Academic Support Program Review Personnel (/tracdat 	I.B.6 Strategies to Increase Awards I.C.1. CTE Programs:	We offer transfer- ready workshops in SSRS and Friday workshops focused on transfer Academic Support Assessment Unit General programming and subbort for students, Information saved successfully. 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	? ?
/faces/assessment /assessment_unit /personnel.xhtml)	Review of Perkins Core Indicator and SWP Outcomes Metrics		
	I.C.2 CTE Programs:		?
Service Planning	Labor Market Demand and		
👪 Mapping 🗸 🗸	Industry Trends : I.D.1 Academic		?
🔲 Reports 🗸 🗸	Services & Learning Resources: #Faculty		-
🗋 Documents 🗸 🗸	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	?
	l.E.2 #Student Employees	4	?
	I.E.3 Full Time Load as a %	128%	?
	l.E.4 # Staff Employees	0	?
	l.E.4 #Staff Employees		?

I.E.5 Changes in Employees/Resources

? i Image: The second se	position which becan director was promote Director of SSRS play role for the program limited to recruiting a courses, scheduling, of program data, trai onboarding new facu development, etc. So been absorbed by th	Academic Support Assessment Unit General Information saved successfully. Academic Support Assessment Unit General Information saved successfully. Academic Support Assessment Unit General Information saved successfully. Academic Support Assessment Unit General Successfully. Academic Support Assessment Unit General Support Assessment Unit General Support Assessment Unit General Support Assessmen	
	II.A EnrollmentFor 2018-2019 we saw enrollment increase againTrendsfrom the previous year. Our unduplicated headcount for this year was 112 compared to 106		
Service Planning		from the previous year. Overall our enrollment for this program is growing yearly for all of the	
🛔 Mapping 🗸 🗸	II.B Overall Success Rate	What changes in student success rates have you seen in the last three years? You do not need to	
🔲 Reports 🗸 🗸		list success rates, rather reflect on trends in success rates. 1. What could be factors that influence	
🗅 Documents 🗸 🗸		differences in success rates? 2. What strategies does your department have	
(()		in place to increase or maintain current success rates?	
	II C Changes	 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. 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		

? i Image: T ☆ Home (/tracdat/fac math Academic Support	Regulations	An external change that has impacted the structure of our program has been AB 705, which Academic Support Assessment Unit General last year eliminated our ability to offer Information saved successfully. developmental reading and writing courses. We addressed this by piloting our first AB705 English course for our lowest placing students in the	
 Program Review Personnel (/tracdat /faces/assessment /assessment_unit /personnel.xhtml) 	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	
 Academic Support Service Planning Mapping Reports Documents 	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	

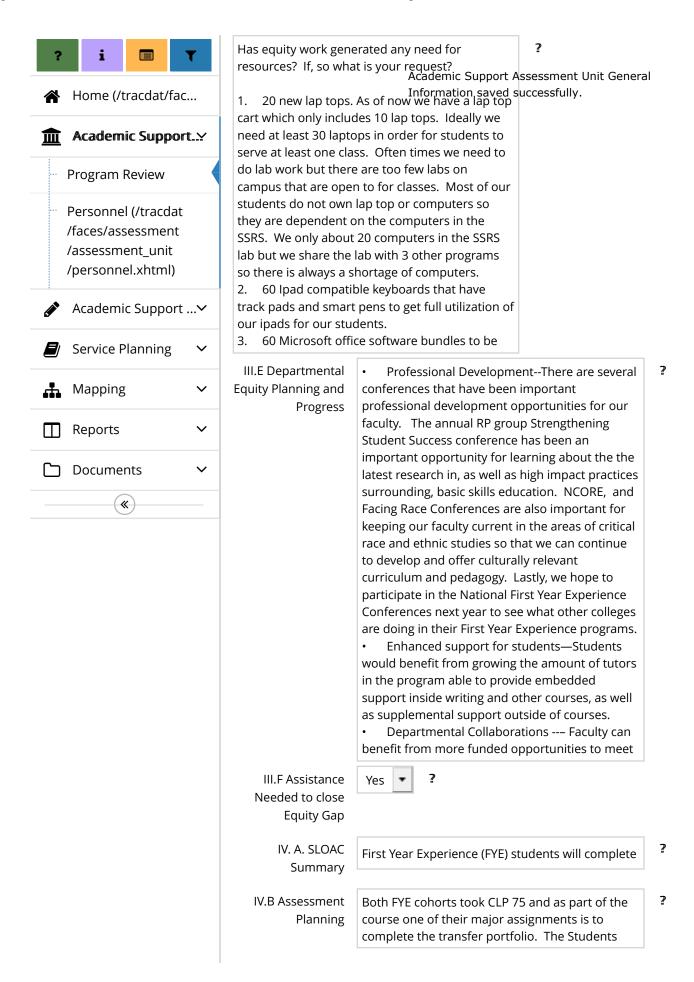
III.C Success, Non-Success and Withdraw Rates



? 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 selfidentified 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 selfconfidence. 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



? i ■ ▼ Home (/tracdat/fac	V.A Budget Trends	FYE B budget request is pending and has in the past been maintained through basic skills Academic Support Assessment Unit General funding, student equity, DASB, and SSRS B Information saved successfully. budget. The program relies on additional pay to
<u>m</u> Academic Support		fund planning and coordination efforts by faculty that go above and beyond the scope of their contracts. Without this additional pay, it would be
 Program Review 		difficult, if not impossible, to recruit and retain faculty for our program as it requires a
Personnel (/tracdat /faces/assessment /assessment_unit /personnel.xhtml) Academic Support V		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
Service Planning	V.B Funding Impact	program's needs, and participation in cultural or The program has full reliance on basic skills ?
A Mapping V	on Enrollment Trends	funding, student equity, DASB, and SSRS B budget. Currently, there is a lack of permanent funding for our program. Faculty in our program
Reports V		have also not been given reassigned time (as
🗅 Documents 🗸 🗸	V.C.1 Faculty Position(s) Needed	Replace due to vacancy ?
«	V.C.2 Justification for Faculty Position(s)	The program lost our SSRS director when she was promoted to Dean of Equity. This position remains vacant and needs to be filled. The SSRS Director plays a critical administrative role for the program which includes managing our budget, recruiting students and faculty for programs, entering appropriate designations for courses,
	V.D.1 Staff Position(s) Needed	• ?
	V.D.2 Justification for Staff Position(s):	2
	V.E Equipment Requests	?
	V.F Facility Request	• ?
	V.G Other Needed Resources	• ?
	V.H.1 Staff Development Needs	

? i ■ ▼ Academic Support Program Review Personnel (/tracdat)	important profession opportunities for our group Strengthening has been an importa about the the latest r impact practices surr education. NCORE, a are also important for	nt opportunity for learning research in, as well as high	es Int
 /faces/assessment /assessment_unit /personnel.xhtml) 	V.H.2 Staff Development Needs Justification	De Anza staff and faculty \$1600 maximum per em fees. The number has no years and now sometime cover the transportation, single conference. Durin usually several opportun state which could help ac growth both as individua	ployee for conference of increased for several e not even enough to cost, and lodging of a g a given year, there are ities both in and out of dd to our professional
▲ Mapping ~ □ Reports ~ □ Documents ~ (*) (*)	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	?
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