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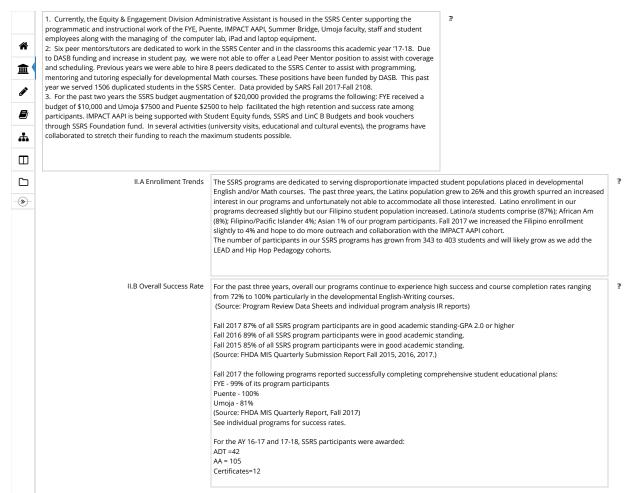
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Name	Dept AS - (SSRS) Student Success and Retention Services
2018-19 Annual Program Review Update Submitted By	In consultation with Jorge Morales, Mari Tapia, Angelita Pabros & Alicia Cortez
APRU Complete for	2018-19 ▼ ?
Program Mission Statement	Student 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 Achievment Awarded	0
I.B.2 Number Certif of Achievment-Advanced Awarded	3
I.B.3 #ADTs (Associate Degrees for Transfer) Awarded	17
I.B.4 # AA and/or AS Degrees Awarded	31
I.B.5 Strategies to Increase Awards	1. Re-institute the Transfer Counseling Course to yield higher transfer and AA rates. For the past two years, we have not offered this course due to Title V issues and the faculty who taught the course accepted a new position leaving a vacancy. As a result, we've seen a decrease in AA/ADT degrees. 2. Develop a process across programs to track accumulation of units and provide more intrusive counseling and follow up. 3. Work collaboratively with Transfer Center to invite university representatives to SSRS Center to provide transfer-specific counseling services. 4. Ensure that all SSRS counselors are trained to use the UC Transfer Planner tool to monitor student progress and increase application rates to UC and CSUs. 5. Host dedicated Transfer/Graduation Check Up Days across learning communities. 6. Coordinate a Southern California University trip for DIS students to expand opportunities for transfer.
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)	3
I.E.2 #Student Employees	18 Peer Mentors and Tutors are employed to support the Puente, Umoja, IMPACT AAPI and FYE students as well as support the SSRS Computer lab. Some of these employees are dedicated to embedded tutoring and mentoring in specific courses.
I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching	3 Full time Counseling Faculty and 1 part time Counselor
I.E.4 # Staff Employees	1: Division Administrative Assistant
I.E.4 #Staff Employees	
I.E.5 Changes in Employees/Resources	

1. Currently, the Equity & Engagement Division Administrative Assistant is housed in the SSRS Center supporting the programmatic and instructional work of the FYE, Puente, IMPACT AAPI, Summer Bridge, Umoja faculty, staff and student employees along with the managing of the computer lab, iPad and laptop equipment.
2: Six peer mentors/tutors are dedicated to work in the SSRS Center and in the classrooms this academic year '17-18. Due to DASB funding and increase in student pay, we were not able to offer a Lead Peer Mentor position to assist with coverage and scheduling. Previous years we were able to hire 8 peers dedicated to the SSRS Center to assist with programming, mentoring and tutoring especially for developmental Math courses. These positions have been funded by DASB. This past year we served 1506 duplicated students in the SSRS Center. Data provided by SARS Fall 2017-Fall 2108.
3. For the past two years the SSRS budget augmentation of $20,000 provided the programs the following: FYE received a budget of $10,000 and Umoja $7500 and Puente $2500 to help facilitated the high retention and success rate among participants. IMPACT AAPI is being supported with Student Equity funds, SSRS and LinC B Budgets and book vouchers through SSRS Foundation fund. In several activities (university visits, educational and cultural events), the programs have collaborated to stretch their funding to reach the maximum students possible.

II.A Enrollment Trends	The SSRS programs are dedicated to serving disproportionate impacted student populations placed in developmental English and/or Math courses. The past three years, the Latinx population grew to 26% and this growth spurred an increased interest in our programs and unfortunately not able to accommodate all those interested. Latino enrollment in our programs decreased slightly but our Filipino student population increased. Latino/a students comprise (87%); African Am (8%); Filipino/Pacific Islander 4%; 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. The number of participants in our SSRS programs has grown from 343 to 403 students and will likely grow as we add the LEAD and Hip Hop Pedagogy cohorts.
II.B Overall Success Rate	For the past three years, overall our programs continue to experience high success and course completion rates ranging from 72% to 100% particularly in the developmental English-Writing courses. (Source: Program Review Data Sheets and individual program analysis IR reports) Fall 2017 87% of all SSRS program participants are in good academic standing-GPA 2.0 or higher Fall 2016 89% of all SSRS program participants were in good academic standing. Fall 2015 85% of all SSRS program participants were in good academic standing. (Source: FHDA MIS Quarterly Submission Report Fall 2015, 2016, 2017.) Fall 2017 the following programs reported successfully completing comprehensive student educational plans: FYE - 99% of its program participants Puente - 100% Umoja - 81% (Source: FHDA MIS Quarterly Report, Fall 2017) See individual programs for success rates. For the AY 16-17 and 17-18, SSRS participants were awarded: ADT =42 AA = 105 Certificates=12
II.C Changes Imposed by Internal/External Regulations	

In Fall 2015, SSRS programs underwent reorganization from Student Services to Instruction under the Equity & Engagement division and we 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 remain is a consistent English-Writing faculty member.

Fall 2017, the SSRS Faculty Director assumed the Dean's position for the division leaving a vacancy in the SSRS programs and center at a critical time. This position was funded with Student Equity funds and has not been replaced. Without such a position, it has been challenging to recruit faculty, coordinate scheduling of cohort offerings, work with scheduling office for appropriate course designations, train and supervise student peers, onboard new faculty especially the new Puente counselor as well as coordinate program data collection for district and State reports and lead program meetings and faculty evaluations for re-employment and tenure. In addition, it was the Faculty Director who provided leadership in aligning services across programs to avoid duplication and taught the Transfer Counseling course in the fall as a strategy to increase transfer and graduation support in a peer supported community. This also allowed the counselors to dedicate their time to the incoming new and continuing students. In addition, the faculty director coordinated the Summer Bridge program and this past summer due to faculty capacity, we had to delegate duties to two faculty as additional pay. In many instances, the Dean has had to come in and assume some of the duties in addition to her other responsibilities.

Summer 2018, Puente was able to hire a permanent, tenure track Counselor/Coordinator and will continue to yield high success rates and raise the number of degree completion and transfer rates.
The FYE program also experienced new faculty to the program and has 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 and linked General Education courses with enhanced support as well as in completing their educational goals.

With the implementation of ADTs, from 2014-2016, 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).

With Guided Pathways and AB 750 mandates, SSRS has shown success in creating pathways to complete transferable English courses, providing embedded instructional support , integration of instructional and student support, and course and degree completion for our disproportionate impacted student populations.

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment	Our SSRS programs comprise the following demographics: Latino/a students comprise 87%; African Am 8%; Filipino 4%; 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 slight increase of Filipino students in our programs can be attributed to the success of the IMPACT AAPI program. This program has been successful in enrolling more Filipino students and Pacific Islanders however data shows there is still a need to close the equity gap with this population in all our programs. As we recruit for the upcoming Umoja cohort, we anticipate coordinating and collaborating more intentionally with other programs and services to better serve African American students.
III.A.2 Targeted Student Populations: Growth and Decline	
III.B.1 Closing the Student Equity Gap: Success Rates	There is a need to continue to provide culturally relevant instruction and support to our African American students. 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 successful in completing their transferable EWRT 1A course by the end of spring quarter of their 1st year of enrollment into an SSRS Program with the implementation of AB705 we anticipate this rate to increase. (Source: DAC Research Office, SSRS Survey, Spring 2017)>
III.B.2 Closing the Student Equity Gap: Withdrawal Rates	See individual program reviews.
III.B.3 Closing the Student Equity Gap: 2017-18 Gap	See individual program reviews.
III.C Action Plan for Targeted Group(s)	

1. Provide workshops on best practices for faculty and staff in working with DIS especially with African American and Latinx students.
2. Work closely with DSPS to ensure early support for student success.
3. Provide opportunities for faculty to attend NCORE and RP group Strengthening Student Success conference to gain more knowledge and skills on high impact and evidenced based practices to incorporate into programs.
4. Coordinate across SSRS programs, LinC , VIDA and Honors to create a "Second Year Experience" pathway to ensure course and degree completion.

III.D Departmental Equity Planning and Progress

1. 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. 2. Offer courses at times tailored to students needs.
3. This year Umoja program began discussions on how to collaborate more intentionally to provide services and support to better serve the needs of African American students with Men of Color, FYE-Hip Hop Pedagogy cohort, FAST and the Black Leadership Collective.
4. To address Latinx students needs, the LEAD program will return Fall 2019 as a leadership and mentoring transfer pathway.
5. Summer Bridge expanded this past year to include Men of Color and IMPACT AAPI as well as Umoja, Puente and FYE cohorts serving 150 new incoming students to the college.

III.E Assistance Needed to close Equity Gap

Yes

III.F Integrated Plan goals: current student equity data and action plan

1. Improve transfer and graduation rates for disproportionately impacted students.

2. Close the achievement gap for students in developmental (Basic Skills) courses and other identified student populations by increasing persistence, retentio

3. Identify and update campus services, policies, procedures towards reducing barriers and increasing student success.

4. Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap

5. Build on and broaden our existing relationships in the high schools and within the community to improve college readiness of entering new students

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

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

Will assess at end of year

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

Replace due to vacancy

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

SSRS Faculty Director - Without such a position, it has been challenging to recruit faculty, coordinate scheduling of cohort offerings, work with scheduling office for appropriate course designations, train and supervise student peers, onboard new faculty especially the new Puente counselor as well as coordinate program data collection for district and State reports and lead program meetings and faculty evaluations for re-employment and tenure. In addition, it was the Faculty Director who provided leadership in aligning services across programs to avoid duplication and taught the Transfer Counseling course in the fall as a strategy to increase transfer and graduation support in a peer supported community. This also allowed the counselors to dedicate their time to the incoming new and continuing students. In addition, the faculty director coordinated the Summer Bridge program and this past summer due to faculty capacity, we had to delegate duties to two faculty as additional pay.

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.

In response to AB705 mandates and coordinated efforts for instructional support across programs, there is a need to hire an Instructional Aide to assist with supporting faculty, students and the tutoring and computer lab.This position will help streamline instructional support across the learning communities in the SSRS center and avoid duplication of services and provide more continuity in the training and scheduling of peers related to faculty and instructional needs.

V.E.1 Equipment Requests

Over $1,000

V.E.2 Equipment Title, Description, and Quantity

Two new printers for the computer lab for student use.

V.E.3 Equipment Justification

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 as well as the laptop.

V.F.1 Facility Request	Larger space for student use -tutoring, workshops, mentoring and printing as well as office space 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. At peak times of the quarter, you can see students in the LCW hallway working on class projects. 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 and 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. Funds to organize a Southern California Universities trip for transfer ready students is being requested. 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. Embedded tutoring in the classrooms is also being requested for the FYE program since they do not receive DASB funding. Funding to purchase planners and sets of textbooks that can be utilized for more than one year.	?
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 $2500 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 ethnicity and 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.	?
Last Updated	03/29/2019 ?	

* Required field