

Student Services 2008-09 Program Review Instrument

Department or program: Student Success & Retention Services Center

Name and title of preparer: David L. Coleman, Director, Student Success & Retention Services

In providing responses in the following areas, **please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as “program.”

I. **Description and mission of the program.** (Provide a brief description of the program including any services provided and the program’s mission).

The *Student Success & Retention Services Center* is comprised of the former *STARS & SLAMS* programs and also includes the *PUENTE*, *Transfer Opportunity Program (TOP)*, *Summer Bridge*, and *1st Year Experience* Programs as well as the new *Sankofa Scholars Program (SSP)* while also collaborating jointly with the *Transfer Center*:

The *Student Success & Retention Services Center’s* Mission is to facilitate the matriculation and/or transfer of students with historically low retention and transfer rates. Center goals are to have an enhanced academic and retention support Program servicing a wide spectrum of the campus community by ensuring that participants receive counseling and academic support services as well as information, resources, and assistance that enables academic success.

The *Student Success & Retention Services Center* places an emphasis on building a student community based on student-to-student relationships organized around a collective academic endeavor - retention and attainment of educational goals. We are structured in ways that develop among students the abilities and self-confidence necessary to build teamwork, navigate personal and academic obstacles, improve their understanding of course material, and to overcome the hidden barriers that often inhibit academic success.

Also, the *SS&RSC* requires Program participants to, *at minimum*, meet once a quarter with a Program Counselor or Advisor to complete or update their Educational Plans. In addition, students are required to participate in at least one academic enrichment activity (workshops, off-campus field trips & conferences, appointments with 4-year university representatives, etc...) per quarter as well as meet with a Peer Advisor or Tutor at least twice a quarter.

All Program participants receive the following:

- Educational planning & academic advising to ensure that students take the proper courses and credit load.
- Personal counseling regarding nonacademic factors that might affect academic progress.
- Program specific *Summer Bridge Academy* during summer quarter.
- Peer Mentors available on-site.

- Student Study area.
- Computer Center for student use.
- Campus tours of 4-year universities & colleges.
- Off-campus field trips
- Off-campus conferences & cultural events
- Information sessions with 4-year college & university representatives.
- Career and employment information and assistance.
- Scholarship and financial information.
- Various academic enrichment workshops.

1. Educational Planning: The completion, quarterly revision, and review of educational plans enable program participants to develop clear course sequences which include prerequisite, major, and general education courses. Counselors and Academic Advisors inform students as to different majors, evaluate transcripts, clarify transfer requirements and identify coursework appropriate for student skill levels and goals. A minimum of one meeting per quarter with a Center Counselor or Advisor is required.
2. Personal Counseling: Counselors assist students with personal, family or other social concerns, which may interfere with their academic objectives. This component provides individualized assistance and appropriate off-campus referrals in order to support the continued persistence and personal well being of program participants.
3. Academic Advisement & Monitoring: Provides on-going retention support and interventions. Counselors and Academic Advisors assist students with transfer applications, guaranteed transfer agreements, graduation applications, educational planning, Financial Aid extensions, and petitions to the Academic Council, etc.... This component involves assessing student needs, providing accurate information and making appropriate recommendations.
4. Program Orientation: Counseling 100X "Orientation to College" is a one unit, four day, twenty four hour class focusing on matriculation related and college survival information. Participants are introduced to various staff, range of services & resources, and program expectations. Participants receive an overview of De Anza's instructional and student services programs as well as the systems of higher education.
5. Registration Assistance: Students with less than 36.5 academic units are eligible for *early* registration. Through this component, the Center provides cluster enrollments into courses jointly identified with the Language Arts department and early placement into Math Performance & Success (MPS) identified courses.
6. Peer Advisement: A core component to SSRS Programs is student-to-student interaction. Peer Advisors are role models and continually trained student resources. All peer advisors are Program participants ranking high in achievement and motivation who have also completed HUMA 53 "*Human Services Training for Paraprofessionals*". Each peer advisor is assigned an individual caseload for their ongoing personal follow up. The management of these caseloads enables the peer advisors to create effective student networks that promote increased and appropriate use of various student services and transfer related programs. The SSRSC peer advising component provides an additional way for students to "check in" with Program staff. This serves as an ideal way for

participants to “inform” Program staff of any difficulties that they may be experiencing and to receive immediate assistance when necessary.

7. Professional & Career Development: Pre-professional development occurs primarily through the pursuit of and involvement with Part-time jobs, Coop work experience, internships, as well as effective interviewing, resume, and cover letter workshops. Intended outcomes are to provide additional career exposure, self-assessment, and self-confidence.
9. Course Clustering: Collaboration with Language Arts & Math/Physical Sciences Divisions as well as with the *Puente* & *MPS* Programs. Programs participants are clustered into the same basic skills writing & math courses. Furthermore, Program staff are assigned to each cluster class in order to provide seamless coordination between instructional and student services faculty, staff, and administrators in support of students, academic success.
10. Tutoring: On-Site tutoring is provided in Math, Language Arts, CIS, Humanities, Social Science and the Physical Sciences. In addition, we also work with the Tutorial & Academic Skills Center. The Tutorial Center provides training for our Program tutors and we refer many Program participants to receive more comprehensive academic and tutorial support.
11. SSRSC Academic Enrichment workshops: Topics include:
 - 1st Generation college students
 - Financial Aid
 - Study skills
 - Time management
 - Test taking strategies
 - Note taking strategies
 - Personal Statements
 - Scholarship Information
 - Resume writing
 - Successful Interviewing Techniques
12. SSRSC off campus Academic Enrichment Activities: Activities include:
 - Various university visitations and tours. Campuses include; UC Davis, UC Santa Cruz, UC Berkeley as well as visitations to regional CSU campuses including CSU Monterey Bay.
 - Program visit to the Museum of the African Diaspora
 - Student attendance at various statewide and regional Student Leadership conferences
 - Program participation in the SUMMA Minority Medical Alliance Conference at Stanford University.
 - Student attendance at the Shakespeare Festival in Eugene, Oregon.

II. Retention and growth.

- A. How has the program responded to the institutional goal of increased access, growth and retention?

By providing effective recruitment of graduating high school seniors, the SSRSC is able to provide not only guided access to enrollment and attendance at De Anza College, but comprehensive retention and academic support services as well. The SSRSC serves as a central coordinating structure for the Counseling Division's targeted responses to institutionally identified needs of underserved and historically underrepresented students. Transfer Center and SSRSC faculty and staff refer to this coordinating effort as the Retention Services Group.

One of the SSRSC's most important functions is to provide a "home base" that serves as the location for various workshops, tutoring, study groups, and contacts with representatives of transfer institutions. The *Student Success & Retention Services Center* serves as an ideal communications hub for students, faculty, and staff, creating a network of information and people that is readily accessible and always supportive – in effect, a one-stop student support services center.

The Center currently provides a Student Computer Center with eleven networked computers and two printers, a photocopier for student use, student study areas, information bulletin boards, and a conference room for study groups, academic enrichment workshops, and individual tutoring, as well as ready access to counselors, advisors, and Program Coordinators. The Center enables students to provide practical assistance to each other as well as to participate in an academically focused culture of motivation, persistence, and achievement.

In addition, Program participants who are in academic difficulty (GPA below 2.0) are required to meet with a Program counselor to develop a strategic Educational Plan as well as to assess for issues that may detrimentally affect student's academic and personal achievement. Furthermore, students in academic difficulty are required and scheduled to meet with a Program Tutor a minimum of once per week.

B. How has the program responded to the institutional goal of increased access, growth? and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a, Students with Disabilities?

SSRS Programs participation criteria is primarily based upon the following:

1. Self identification as a member of one of the following ethnic/cultural groups that are historically underrepresented in post-secondary educational institutions.
 1. Black/African American
 2. Chicano/Latino
 3. Native American
 4. Filipino
 5. Pacific Islander
 6. Cambodian
 7. Laotian
2. 1st generation college students.

3. Placement on the De Anza College English assessment test into *EWRT 200* and/or *READ 200* (2 levels below college English/*EWRT 1A*).
4. Placement on the De Anza College Math assessment test into Math 212/*Beginning Algebra* or lower.
5. Students can self-refer based upon identification of needs that can be addressed through the Center as well as be referred by faculty, staff or administrators.

Program participation criteria was developed as a response to the “*Student Course Success by Ethnicity*” study by Dr. Andrew LaMonque, De Anza College Researcher, dated 8/27/03 (available on the De Anza Research web-site: <http://dilbert.fhda.edu/daresearch/>)

In addition, the SSRSC provides individual Program coordination for the *Puente*, *Transfer Opportunity*, *First Year Experience*, *Summer Bridge*, and *Sankofa Scholars* Programs.

The *First Year Experience* and *Summer Bridge* Programs are designed to ease student’s transitions from high school to college and have a specific emphasis on working with graduating high school seniors recruited primarily from the East Side Union and San Jose High School districts. These Programs incorporate learning community models whereby instruction and student services work hand in hand to support student’s persistence, retention, and matriculation. Please see the attached Program Review.

The *Transfer Opportunity Program (TOP)* is coordinated by Patricia Rios-Gibson, counselor, and instructor. Patricia (Trish) also has instructional responsibilities for HUMA 20, *Life Skills for Higher Education*, a required course for SSRSC participants.

The *TOP* focuses on working with *SSRSC* targeted students who are unable to enter the various Programs during the summer Program recruitment cycle which includes *FYE*, *SB*, and *COUN 100X*. Thus, *TOP* serves students who are identified after the academic year begins. For those students who missed the Programs recruitment cycle, the *TOP* offers the comprehensive array of retention & transfer services available to all *SSRSC* participants. *Top* was launched in winter quarter, 2009 with 20 students who attended a Program orientation and completed Educational Plans in individual appointments with *SSRSC* faculty and staff. *TOP* seeks to identify students who already attend De Anza College, but who do not have a support system in place.

The *Puente* Program is coordinated by Alicia Cortez, counselor, and instructor. Alicia also has instructional responsibilities for HUMA 20, *Life Skills for Higher Education*, a required course for *SSRSC* participants.

The mission of the *Puente* Program is to increase the number of educationally underserved students who enroll in four-year colleges and universities. A major focus of the program is English instruction – students take three consecutive writing classes with an emphasis on developing writing skills through an exploration of the Latino experience, history and literature. In addition to all of the academic and retention support services of the *SSRSC*, *Puentistas* are matched with successful professional mentors from the community and are actively engaged in community service. Please see attached Program Review.

The *Sankofa Scholars Program* (SSP) was formally launched in winter quarter, 2009, but was piloted starting fall quarter, 2008 and is collaboration between, the Counseling and Language Arts divisions designed to provide a far-reaching and inclusive retention and transfer support program tailored to meet the needs of African ancestry students at De Anza College. The SSP at De Anza College is a member of the statewide Umoja Consortium which bases its teachings and activities on an African-centered philosophy proven to be effective with African American students.

The concept of Sankofa is derived from King Adinkera of the Akan people of West Africa. Sankofa is expressed in the Akan language as “se wo were fin a wosan kofa a yenki”. Literally translated it means “it is not taboo to go back and fetch what you forgot”. “Sankofa” teaches us that we must go back and gather the best of what our past has to teach us, so that we can achieve our full potential as we move forward. Whatever we have lost, forgotten, forgone or been stripped of, can be reclaimed, revived, preserved and perpetuated. Visually and symbolically “Sankofa” is expressed as a mythic bird that flies forward while looking backward with an egg (symbolizing the future) in its mouth

Although the *Sankofa Scholars Program* focuses on providing instruction, and academic/retention support services while emphasizing the social, and cultural dynamics of Black students the SSP is accepting and appreciative of all students within the De Anza campus community and everyone is welcome to participate in Program activities.

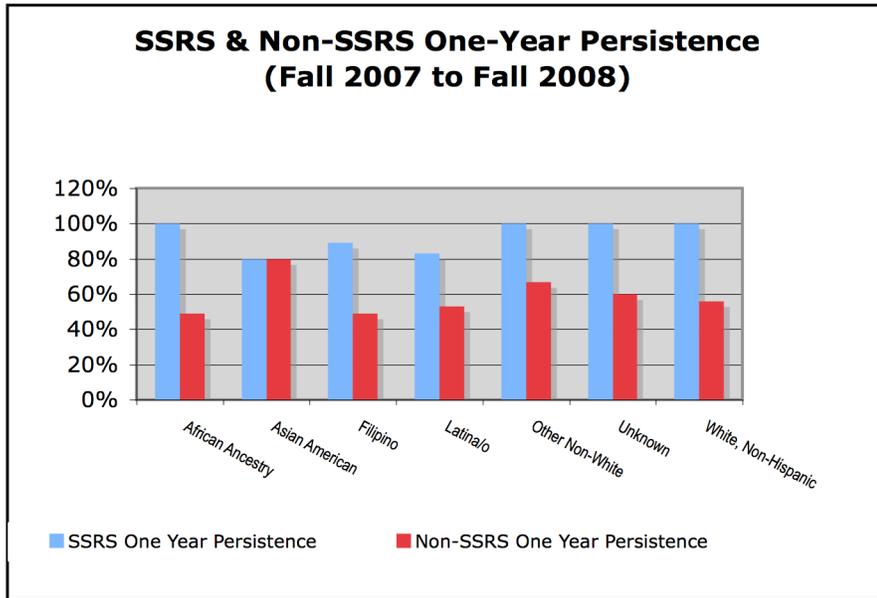
All of the above mentioned Programs share a small space within our Transfer & Retention Services area of the Counseling & Advising Center which also includes a dedicated Computer Center for the exclusive use of our Program participants, as well as a “social space” for student, faculty, staff, and Peer Advisor interaction and film/video screening. Furthermore, within the Counseling & Advising Center, we also have the use of two small and one large conference rooms for student meetings, Peer Mentor trainings, academic study groups, and tutoring.

The success of the programmatic efforts of Retention Services Group is illustrated by the fall 2007 to Fall 2008 persistence data listed below.

SSRS Students Fall to Fall Persistence Compared to Non-SSRS Students Persistence

SSRS	2007	2008	Persistence
African Ancestry	17	17	100%
Asian American	5	4	80%
Filipino	9	8	89%
Latina/o	75	62	83%
Other Non-White	2	2	100%
Unknown	1	1	100%
White, Non-Hispanic	3	3	100%
Total	112	97	87%

Non-SSRS	2007	2008	Persistence
African Ancestry	89	44	49%
Asian American	1138	905	80%
Filipino	211	159	49%
Latina/o	488	261	53%
Other Non-White	93	62	67%
Unknown	53	32	60%
White, Non-Hispanic	625	351	56%
Total	2697	1814	67%



(Data provided by Dr. Andrew LaMonque, De Anza College Researcher)

The student population that we primarily work with is considered at-risk based upon their responses to the Program In-take form (attached). Given this fact, SSRSC personnel endeavor to provide an environment that is welcoming and readily accessible to Program participants. Therefore, we often see many of our students multiple times throughout each quarter.

Based upon SARS reporting data for the 07/08 academic year, SSRSC personnel had unduplicated contacts with Program participants as follows:

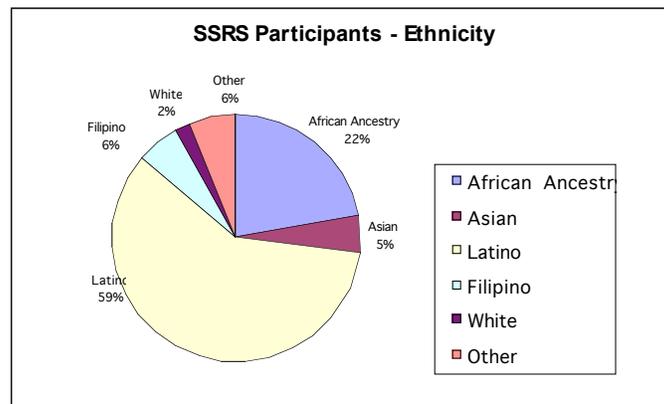
- **Drop-in Only: 410**
- **Appointment: 1,055**
- **All contacts: 1,220**

(Data compiled from 07/02/07 – 06/30/080)

However, the SARS function only calculates “unduplicated” student information. Thus, the multiple contacts that we have with so many of our students are not indicated in the SARS reporting data.

III. Student equity. In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

The SSRS programs were established to address the achievement gaps that exist between specific student populations. The following charts show the ethnic and gender distribution of active SSRS students who have fulfilled all participation requirements this year.



Ethnicity of Active SSRS Students – winter, 2009

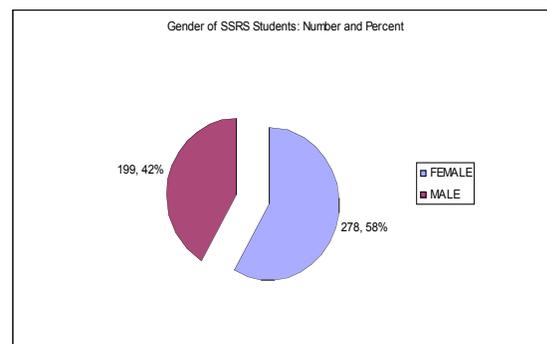
African Ancestry	Asian	Latino	Filipino	White	Other
105	22	278	28	9	29
22%	5%	59%	6%	2%	6%

As is evident in the data, SSRS enrolls a higher percent of underserved and underrepresented students, particularly African Ancestry and Latino, than the percent represented in the general student population.

The persistence data detailed in II.B. also indicates that the programmatic strategies of the SSRSC have been successful in progressing toward the attainment of equity goals. The success rates of all ethnic/cultural groups served by SSRSC, especially African Ancestry and Latino students, are significantly higher than that of non-SSRSC students in the general campus population.

The equity goal that remains a challenge is achieving a gender balance in SSRS enrollment. As the data below indicates, the number of women enrolled far exceeds that of men. Although this imbalance is the norm in underrepresented student populations, working toward reversing this disparity by recruiting and retaining more males is an SSRSC priority.

	# OF STUDENTS	PERCENT
Female	278	58%
Male	199	42%
TOTAL	477	100%



IV. Strategic Planning initiatives (Community Collaborations, Cultural Competency,

Outreach and Individualized Attention for Retention). Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

Additional initiatives & departmental collaborations not mentioned above include:

- On-site early outreach to high school students working closely with Outreach Services enables the Program to provide early access to admission to SSRSP via the collection of Program Intake/Application forms that are used for *FYE*, *Summer Bridge*, and Counseling 100X (Program specific) recruitment. We also provide presentations for high school tours as well as attend and present at Parent Student Nights hosted by the Outreach Office.
- Formalized collaboration with the Transfer Center in the form of joint meetings, incorporation of both Centers personnel for seeing Retention Service Group student appointments & drop-in has also increased student access to campus retention support services via SSRSC.
- Clustering of Program students into identified courses with multi-culturally competent faculty is done in close coordination with the instructional division deans, the dean of counseling and the dean of Admissions & Records.
- SSRSC works closely with the Office Financial Aid by conducting FAFSA application reviews, workshops, and individualized follow up for Program participants.
- We refer many students to the WRC for assistance with writing assignments, various academic skills building activities, and Personal Statement writing for admissions applications to 4-year universities.
- SSRSC works closely with the Tutorial & Academic Skills Center regarding tutorial assistance for students as well as tutor training for SSRSC tutors.
- SSRSC continues with a close working relationship with the MPS Program which reserves seats in identified classes for Program participants.

V. Budget limitations. (Please be specific in your responses.)

- The Student Success & Retention Services Center would like to expand our Program components to include a professional mentorship component as well as structured civic engagement element based upon the *Puente* model. At this point, our staffing limitations and lack of a funded “B” budget prohibit structuring and implementing these endeavors.
- In addition, due to the effectiveness of the peer advising/mentoring component, we would like to expand in this area as well. We receive our student staffing funds exclusively from our continued DASB funding support. However, as resources decline, so does our DASB allocation and we find that we are able to hire and train fewer and fewer student support staff.
- Furthermore, it is our intention to further develop and implement a student leadership component as a way of configuring a civic engagement component as a Program participation requirement of SSRSC whereby students can assume active leadership roles in their communities. Another piece that we would like to further rely upon is student attendance at statewide and regional leadership &

development conference for Program participants. Once again, we have no funding to do so.

- SSRSC provides off-campus visitations to various 4-year universities and other enrichment activities as well. Presently, due to budget restrictions (no “B” budget operating expenses) we have had to discontinue this Program feature.

A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

B. Identify any other implications affecting your program: e.g. technology, staff, Facilities.

C. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

VI. Assessment of program. What evaluation and/or assessment practices are in place to support the program’s accomplishments and findings? (provide quantitative and/or qualitative data).

The SSRSC maintains an internal data base using FileMaker Pro software that primarily enables us to maintain demographic data and academic specifics on Program participants. We would like to have a system that can seamlessly integrate with the campus SIS system as a way of having more effective reporting and data collection capabilities

VII. Additional comments. What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.
- **State and Federal mandates.** What State or Federal mandates impact the work you do?
- **Trends.** Describe any positive and/or negative trends in the program.
- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

VIII. Program strengths/areas for improvement.

A. Provide a summary of the program’s main strengths.

The Student Success & Retention Services Center provides a supportive community of peers, faculty, and staff who foster a nurturing environment of academic achievement and provide a wide array of support services necessary to enable attainment of student’s

educational goals. A real sense of community is developed among students and staff whereby students feel at home on campus and benefit from a student-to-student support network. This is a successful formula as evidenced by the persistence and matriculation rates of our Program participants in relation to the general student population on campus.

B. Provide a summary of the program's main areas for improvement.

I would like to see a more comprehensive assessment of our Program's strategies on behalf of our institutional research functions. Perhaps, this is an area that could be lead by a "Retention Czar" whose primary focus would be to facilitate coordination between the Academic, Student Services, and College Services functions of the institution. I believe that such an approach can spotlight successful programmatic elements which could then be enhanced as well as point out were there is duplication of effort that could be eliminated or significantly reduced. Such an approach will significantly streamline our student support efforts as well as provide a senior advocate for enhancing resources to program areas that are proven successful. Perhaps another job component for a senior leadership position with a specific emphasis on retention would be to strengthen and facilitate linkages between the instructional & student services divisions and the Counseling & Advising Center

IX. Suggestions for campus-wide change.

A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

To sustain and implement effective retention and transfer support programs requires institutional commitments both financially and structurally. I believe that the campus has enough talented and committed faculty and staff with multi-cultural competencies to engage with and academically support our underserved and underrepresented student populations. What we presently lack, I believe is an institutionally supported administrator ("Czar") to facilitate the coordination of the multiple campus retention efforts to include management and distribution of limited resources. We have yet to seize the opportunity to creatively weave an integrated web of academic and retention support services on behalf of the broader campus community.

B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

