

De Anza College

Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

After going over the feedback form, I have received additional guidance and direction with improving my Program Review. For starters the language of goal #2 was not clear and specific enough leading me to change the language of the goal in the future. Another suggestion was to change the goal title to reflect the description of completing the matriculation steps as opposed to student success, which I too think is a good idea and helped me realize that matriculation is the actual goal I intended. Because in my opinion, successfully completing the matriculations steps I listed sets up students for more success than students who don't not complete these same steps when starting De Anza College. The feedback of goal description #2 has also given me more clarification so that I am more detailed and specific about how community is created in the FYE Program.

Additional feedback also included that there could be more focus on recruiting Black, Filipinx, and Pacific Islander students into the program. Since the emergence and stability of the Umoja and the Impact AAPI program, Black and AAPI students have preferred joining those programs vs FYE. There is also a much larger group of Latinx students to pull from at De Anza, than Black, Filipinx, and Pacific Islanders combined. Also, Umoja and Impact have had a harder time with recruitment and filling up their cohorts so that is always taken into account when recruiting AAPI and Black students. The last thing we want in SSRS is to create an environment where we are competing for students. This is something that should be discussed with the UMOJA and Impact AAPI counselor coordinators, along with our dean.

Another suggestion made was to include the actual equity-minded practices that we use to achieve our success rates. While we mention equity-minded faculty and practices we did not list examples of our practices which we plan to do in our next review. Also, we had mentioned in our review that we had missing data due to some of our FYE courses being coded incorrectly. We missed about 5 courses which should have been included, bringing our enrollment down significantly. Our missing data impacted our enrollment, and most likely impacted our success rates. Assuming the 5 missed courses followed the same success rates that FYE has displayed over the past several years, is it reasonable to conclude that these courses would have increased our success rates even more.

Lastly, the final piece of feedback we plan to address is to provide actual data as to why there might be differences in outcomes for low-income students. For example, some of my low-income students are less likely to have cars to drive themselves to De Anza, therefore they take the bus which can take up to an hour and a half each way. This takes valuable time away from studying which can impact their success. In addition, my low-income students are also less likely to have working laptops and internet access at home. And lastly, they usually work more hours than other students so they can help their family out with living expenses. In order to verify some of these examples, I can reach out to the De Anza Institutional Research

department for assistance in determining which students in our program are classified as low income and get assistance on developing an appropriate survey for additional data.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))

Since I last submitted my last program review, FYE has had several changes. One major change is that our Co-Coordinator, has decided to step down as FYE Co-Coordinator. Thus, FYE will need to reach out and recruit a new Faculty person to serve as Co-Coordinator. Another change that happened is that there has been faculty turnover due to our former CHLX 10 instructor leaving De Anza for another college. Thus, the 2024-2025 cohort will have 1 less FYE course they will be taking compared to the last 2 years. This will obviously affect our enrollment WSCH for this year, but we expect to have the course back as part of FYE for the next academic year.

FYE also participated in a southern California trip to visit universities in collaboration with other SSRS program in the Spring of 2024. This is the first time FYE has ever taken students on an overnight trip to see schools in southern California. In addition, FYE recently collaborated on a field trip with Umoja and the Pride learning communities on a trip to UC Berkeley where we had over 75 students attend! It was the first time FYE had combined a UC Berkeley trip with other SSRS programs.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

As mentioned in response #1 above, I will be changing the language of goal number 1 slightly, so it focuses more on the completion of matriculation steps. Which include how to get your earliest possible registration dates, having filled out the FAFSA and completing the entire financial aid process which may or may not include additional paperwork submitted to De Anza's financial aid office, and lastly understanding how to choose GE classes and major prerequisites on assist.org.

In regard to ensuring the earliest possible registration dates for my new FYE students, this year I walked all my students through the online orientation that hadn't completed it. I did this by adding this to our FYE orientation. Our new FYE student orientation is something that I hold every year for my incoming FYE students so they get a comprehensive overview of the FYE program, program requirements, expectations, and are able to build community with their FYE cohort. I also included time to make sure each student had an abbreviated educational plan which I hadn't done before either. As for completing the entire financial aid process and knowing how to choose their GE and major classes, I began covering these steps during COUN 5 FYE cohort class this fall 2024. During winter 2025, I will continue to cover these steps in our CLP 5 class while having all of my students complete a survey about both of these steps.

As for goal #2 which is to engage our FYE students so that they have a rich on campus experience at De Anza college. FYE does this and has been doing this since the time it began, but it can always improve. FYE students become engaged with the De Anza campus life by volunteering in the Latinx high school student empowerment conference every year. During this event they talk about their experiences in the FYE program and share their experiences with high school students as a way to motivate and inspire them to be successful in higher education. In addition, students in the FYE program are required to participate in program field trips to universities, a Program Orientation, and Summer Bridge, all of which contribute to building community and an enriching campus life. A new addition made to this goal was to

connect FYE students to students from other SSRS programs as well as other programs like MESA. So far we have done that this year! For example, we participated in a southern california university trip with students and staff from Puente, Umoja, Impact, and the Pride learning communities in spring of 2024. This fall we also collaborated with Umoja and Pride on a UC Berkeley field trip. Lastly this year, I have been working more collaboratively with the counselor from MESA to provide help and support for FYE students who are STEM majors.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

Other than a couple of the suggestions that were made on the feedback form, I don't plan on making major changes. As mentioned in response #3 I will change the language of goal #1 to focus on matriculation steps as opposed to academic success. For example a possible new goal title could be, "We want to complete the following matriculation steps:

1. Ensure that they have the earliest possible registration date and understand how to get it.
2. Choose GE courses and how to use assist.org to find major prerequisite courses.
3. Complete the financial aid process to its entirety."

The rationale behind this change is that it was a part of the feedback given, but also this goal is more specific and easier to measure. In addition, I have been more intentional with these matriculation steps this past year due to finding less and less students having accomplished these steps this past year.

As for my 2nd goal of connecting with students of other SSRS programs, where we did a southern california university trip for the first time, we would like to increase the number of students that are able to participate on this trip and include more universities. In order to do this, FYE would need additional funding for this. Thus, I would like to ask for an additional \$5,000 in order to open up the trip to more students.

- 5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved? (How have you used your monies)**

We did not have any resource requests from the previous year. We use our funding for reassigned time for our co-coordinators. For example, having a class worth of reassigned time really helps alleviate the workload for our Co-coordinator, which helps with the planning, organizing, and coordinating many FYE events and field trips throughout the year. We also use our funding for putting on the many events and activities that FYE has throughout the year. Some of these events include but are not limited to our FYE new student Orientation, Summer Bridge, the FYE End of the Year Graduation, multiple university field trips, and theatre night and more. We also use our funding to hire tutors for our courses. The tutors are also usually trained and work closely with our Co-coordinators.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

Simply put, without the reassigned time for a co-coordinator along with our program funding for events, field trips, and tutoring, FYE would not be nearly as successful as it is. FYE course success rates have consistently been at above 80% over the past few years, which is slightly higher than the 79% success rate of the entire college according to our Office of Institutional Research. Due to the support and leadership of our Co-coordinator with training our tutors and putting on our many events, FYE would not be possible. The many events and activities help motivate and support our students all of which are disproportionately impacted. Events like our FYE new student orientation and Summer Bridge really help our students get off to a strong academic start to college. In addition, cultural activities like theater night at Teatro Vision also help build confidence and cultural capital for our students. Our university field trips also inspire and motivate our students to transfer to universities. Lastly, our tutoring also cannot be overstated as to how important it is for the success of our students. Without our funding FYE would not be possible, much less successful.

7. Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	SLO: Comprehensive Educational Plan First Year Experience (FYE) students will complete a comprehensive educational plan for either transfer, an AA/AS degree, or both, by the end of their first year in the FYE program.
Method of Assessment of Learning Outcome (please elaborate)	Tracking via DegreeWorks to see if a comprehensive ed plan has been completed by June 30 th COUN 5 Homework Assignment
Summary of Assessment Results	The Percentage of students in last year's cohort (23-24) that completed a comprehensive educational plane by June 30 th 2023 was 48 of 50 students which comes out to 96%.

	And for this year's cohort (24-25), as of Dec 12 th 2024 50 of 59 FYE students have already completed a comprehensive educational plan, which comes out to 85%.
Reflection on Results	It is clear to me that adding the online orientation to the agenda of the FYE New Student Orientation along with walking the students through the comprehensive ed plan during our counseling 5 class has made a positive impact on comprehensive ed plan completion by the end of the academic year. As of now, the FYE students are already at 85% completion, and we still have 6 months to complete the rest of the ed plans. Thus, I am confident that I will be able to get to 100% completion before June 30 th .
Strategies Implemented or Plan to be Implemented (aka: enhancements)	As opposed to making it an assignment and showing them how to do it on their own, I walked all the students through the assignment this year step by step during class time to complete. I started to do this because I noticed that not as many students moved up in their priority registration group, which will occur when students have a completed ed plan on file.

Done? Please email this form to your dean/manager.

8. Dean Manager Comments:

Our First Year Experience program (FYE) has the additional challenge of providing comprehensive services and resources to approximately 60 students each year, which is double the number of students in our other learning communities. It is commendable how close they are to meeting their goal of 100% of comprehensive educational plans completed just after the fall quarter. I also agree with the feedback provided to FYE about distinguishing their first goal as a matriculation goal with multiple steps completed to help students begin their first year on the right track.

FYE mentioned that their faculty co-coordinator will be stepping down after this year and also noted that they didn't anticipate any changes to the goals that they've laid out in their comprehensive program review. However, I think that the FYE counselor will need to pay some attention to reestablishing their program faculty core, as there have been recent struggles with finding enough faculty to teach the program sections. FYE has the added challenge of recruiting trained, dedicated and compassionate faculty for multiple program cohorts. I foresee the success rates of the program struggling without this faculty core.

In spite of this, FYE is still performing really well and I pleased with how the counselor has engaged in collaborations with other SSRS programs to both provide more community activities for their 60 students, but also strategically helping to alleviate the challenge of serving a large community. I look forward to seeing them grow this aspect of their program.