



Council for the Advancement of Standards in
Higher Education

Retention Program

Final Report

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Program Coordinators
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**CAS Program Review and Self-Assessment
Final Report**

Executive Summary of Review Process

On November 5, 2020 the Self-Assessment process developed by the Council for the Advancement of Standards in Higher Education (CAS) organization was introduced to the Student Services Planning and Budget Team (SSPBT). Subsequent to the November 5th meeting, SSPBT approved the CAS standards for use as a replacement of the previous comprehensive program review. The CAS self-assessment guides (SAG) were chosen by each team leader as the appropriate tool to assess the programs /function within each department. The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of each Program and to plan for improvement opportunities within the De Anza College Student Services Division.

The CAS Standards and Guidelines consist of twelve Parts used for the review of each program/service area:

- Part 1: Mission
- Part 2: Program and Services
- Part 3: Student Learning, Development, and Success
- Part 4: Assessment
- Part 5: Access, Equity, Diversity, and Inclusion
- Part 6: Leadership, Management, and Supervision
- Part 7: Human Resources
- Part 8: Collaboration and Communication
- Part 9: Ethics, Law and Policy
- Part 10: Financial Resources
- Part 11: Technology
- Part 12: Facilities and Infrastructure

The review team for the Retention Program consisted of six members.

Full-Time Team Member Name	Team Member Title
Sushini Chand	Program Coordinator I
Patricia Del Rio	Program Coordinator I
Dacia Martinez Lopez	Counselor

Part-Time Team Member Name	Team Member Title
Angelie Lopez	Student Success Specialist
Melissa Luis	Student Success Specialist
Phong Lam	Student Success Specialist

All CAS review team members were given training for the CAS review and provided with an Office365 Folder consisting of the following:

- A list of recommended documents to be gathered as evidence as a part of the self-assessment process.
- An electronic folder containing subfolders for storing evidence for each of the twelve parts.
- A copy of the Self-Assessment Guides (SAG) for the program/service area being assessed.
- A copy of the functional area guide which clearly outlines the components for each part of the standards.

During the team meetings, the CAS Committee team organized discussion around pre-identified rating discrepancies, open-ended questions as evidenced at the end of each section, and any other issues the Committee felt needed further discussion. Strengths, opportunities for growth, and action steps were also

identified at each meeting for each section.

The following rating scale was used during the assessment.

CAS Raters Definitions

- DNA - Does not apply
- IE – Insufficient Evidence/Unable to rate
- 0 – Does not meet
- 1 - Partially Met
- 2 - Meets
- 3 - Exceeds

Summary

The Retention Program is a student-centered, college-wide student success program under the Division of General Counseling and Advising. The purpose of the Retention Program is to gauge student needs, provide high frequency, high touch, and high-quality services, and strengthen familial relationships with students, resulting in increased student engagement, retention, persistence, and timely completion.

The Retention Program was established in 2019 to address the high number of students on academic and progress probation at De Anza College. The goal is to help students return to good academic standing by providing high touch, high frequency, and high-quality services via student outreach and contact, drop-in sessions, counseling appointments, interventions, and financial support (book vouchers and a scholarship).

During the fall of 2021, the Retention Program launched De Anza CONNECT (formerly Early Alert). De Anza CONNECT is a college-wide communication and referral system. De Anza CONNECT is more than identifying struggling students; it supports all students by connecting them to campus resources and services, thereby creating a student support network.

As a communication tool between faculty, students and campus resources and services, De Anza CONNECT bridges, and in fact connects, Instructional/Academic Services and Student Support Services.

Since then, the Retention Program has expanded and consists of various integrated services designed to offer students comprehensive and equitable support. The Retention Program now encompasses:

- Academic and Progress Probation
- De Anza CONNECT (Early Alert and Referral)
- Reaching out to students with Excessive Units (anticipated)
- Students with low-GPAs
- Engaging and servicing Part-Time and Adult students
- Reaching out to students with Excessive Units (anticipated) and
- Reaching out to students with Excessive Units (anticipated)

The Retention Program fills a niche at De Anza College by offering program services to students who may be ineligible for similar campus support programs (such as EOPS, PUENTE, UMOJA, etc.). Over **80%** of the students served by the Retention Program are not associated with any similar student support program. Our services are college-wide, supporting all students, while collaborating with campus programs and services.

During the 2021-22 academic year, the Retention Program served **3,300** unduplicated students through various integrated services focused on providing equitable student support. As the Retention Program expands, we continue to support students through life's challenges, assisting them to academic good standing, continued enrollment and increased student success.

Summaries

The following pages represent the Review Committee's collective responses and serves as the initial report.

Overall Section Average Scores

Section 1: Mission (2)

Section 2: Program and Services (2)

Section 3: Student Learning, Development, and Success (2)

Section 4: Assessment (2)

Section 5: Access, Equity, Diversity, and Inclusion (2)

Section 6: Leadership, Management, and Supervision (3)

Section 7: Human Resources (1)

Section 8: Collaboration and Communication (2)

Section 9: Ethics, Law and Policy (2)

Section 10: Financial Resources (1)

Section 11: Technology (2)

Section 12: Facilities and Infrastructure (2)

Section 1: Mission

CAS Section 1 Purpose Summary

The purpose of the Retention Program is to gauge student needs, provide high touch, high frequency, and high-quality services, and strengthen familial relationships with students, resulting in increased student engagement, retention, persistence, and timely completion.

Section 1 Committee Summary – Average rating (2)

- Retention Program fulfills the mission statement by supporting students in meeting their personal goals. The Retention Program helps students get back on track, provides financial assistance as available, and puts students in contact with on and off campus resources to assist with their personal needs.
- The Retention Program helps students re-enroll to De Anza College by providing a detailed step-by-step checklist, counseling, removing obstacles such as registration holds and connecting them with the appropriate campus support and resource according to their needs.
- The Retention Program creates familial relations and provides students with personal counseling.
- The Retention Program provides 30 – 60-minute counseling appointments where we gauge students' needs to help them succeed.
- The Retention Program applies proactive and intrusive intervention by communicating with students on an on-going basis, via frequent phone calls and emails.
- The Retention Program works with faculty in the classroom to identify struggling students connecting them to resources and services to successfully complete their course
- The Retention Program also works with all campus programs and services to provide targeted interventions, services and support.

Achievements

The Retention Program consists of various integrated services designed to offer students comprehensive and equitable support. While we have already begun to offer many of these services (Stop-outs, Academic & Progress Probation, De Anza CONNECT, Low GPA), the Retention Program achievements center around the two largest service areas: (1) Academic and Progress Probation and (2) De Anza CONNECT.

The achievements for Academic and Progress Probation include:

- **16%** decrease (212 students) in the number of students on academic and progress probation over the course of the academic year (from Fall 2021 to Spring 2022)
- **303** students moved off Academic / Progress Probation during the 2021-22 Academic Year (Fall 2021 to Spring 2022)
- **400** Stop-out students on Academic and Progress Probation were assisted by the Retention Program during 2021-22 Academic Year (Summer 2021 to Spring 2022) in an effort to re-enroll

The achievements for De Anza CONNECT include:

- **72%** of the Winter 2022 CONNECT Student Cohort persisted to the spring 2022 term

Opportunities for Growth

As the Retention Program continues to expand, it is imperative that we continue, and sustain, the quality of our services that has led to increased student success. Our next step is to scale our current services and reach more students, thereby increasing our impact.

- The Retention Program will increase utilization of De Anza CONNECT, thus increasing student referrals and service to more students.
- The Retention Program will expand services to Stop-out students, students with a low term grade point average (GPA) and students on academic and/or progress probation students with Excessive Units.

Action Steps

- In order to increase utilization of De Anza CONNECT, the Retention Program will continue to promote De Anza CONNECT to faculty, department chairs and division deans via flyers, emails and presentations.

- The Retention Program will reach out to students on academic and/or progress probation with excessive units and provide academic and personal counseling.
- The Retention Program will reach out to students with a low term grade point average (GPA) and provide academic and personal counseling.

Section 2: Program and Services

CAS Section 2 Purpose Summary

Academic Advising Programs (AAP) must be guided by a set of written goals and objectives that are directly related to the stated mission. The AAP goals must be aligned with institutional priorities and expectations of the functional area.

Section 2 Committee Summary – Average rating (2)

The Retention Program student-centered framework was intentionally and purposefully designed based on the following research and theories:

- Growth Mindset (Dweck, 2015) – viewing challenges as opportunities to grow; abilities and intelligence can develop through effort and training
- Student Validation Theory (Rendon, 1994) – all students contribute to the learning community
- Relational Student Interactions – rather than “transactional” interactions
- Ethics of Care and Compassion Theory (Gilligan, 1982)
- Proactive and Intrusive Intervention

The various services under the Retention Program umbrella were developed and designed based on research, best practices and the state Chancellor's **Vision for Success**. The Vision for Success put forth six system-wide goals derived from noted system-wide challenges. The Retention Program addresses the Community College challenges and pain points highlighted in the Vision for Success through each of its services (Stop-out students, Part-time students, students on Academic and/or Progress Probation, De Anza CONNECT, Low GPA, Exceeding Units, and Learning Communities).

Achievements

- Development of Retention Program student-centered framework and service model
- There has been a significant increase in the number of students served by the Retention Program:
 - **147%** increase (1,962 students) in the number of unduplicated students served from 2019-20 academic year to 2021-22 academic year
 - **349%** increase (8,405 students) in the number of student contacts from 2019-20 academic year to 2021-22 academic year
 - **3,300** unduplicated students served by the Retention Program during the 2021-22 academic year with **10,811** student contacts
- The Retention Programs' goals are aligned with the objectives and mission of the institution to help students succeed.
- The Retention Program practices continuous improvement to review, evaluate and revise the program's goals according to constituent feedback and program expansion.
- The Retention Program communicates goals and progress on a quarterly basis to appropriate constituents.
- The Retention Program provides students with services related to educational, career and personal goal achievement.
- The Retention Program utilized the theories above as the basis for the redesign of academic and progress probation, changing the negative connotation associated with academic and progress

probation into a supportive, service-oriented and student-centered movement. An important aspect of this shift is supporting relational student interactions and focusing on personal counseling

- The Retention Program worked with Educational Technology Services (ETS), a handful of faculty, and most programs and services across the campus to develop a robust early alert and referral service, now De Anza CONNECT.
- The Retention Team applies proactive and intrusive intervention by communicating with students on an on-going basis, via frequent phone calls and emails.
- The Retention Program works collaboratively with various campus community members (students, faculty, administrators, management, counselors, etc.), and programs and services to meet the needs of our students.
- The Retention Program worked with the Foothill De Anza Foundation to establish De Anza's first scholarship awarding students on academic probation – the Strength Thru Adversity Scholarship.
- The Retention Program collaborated with the Financial Aid Office to award book vouchers to students on academic and progress probation.
- Based on student needs the Retention Program refers students to support services such tutoring, financial aid, library services, instructional departments, etc. to support student learning experience and success.
- The Retention Program provides workshops to help students learn about college resources
- Ongoing Partnerships include:
 - Instructional Faculty
 - Division Deans
 - Department Chairs
 - Student Success Center
 - Office of Professional Development
 - Financial Aid
 - Foothill De Anza Foundation
 - Food Pantry & Housing Resources
 - Math Performance Success Program (MPS)
 - English Performance Success Program (EPS)
 - EOPS
 - First Year Experience
 - Umoja
 - Puente
 - IMPACT AAPI
 - Outreach
 - Disability Support Services (DSS)
 - VIDA
 - International Student Programs
 - REACH
 - Admissions and Records
 - Institutional Research
 - Office of Communications
 - Rising Scholars Program

Opportunities for Growth

- Strengthen and expand ongoing and new collaborations with campus programs and resources
- Work with Guided Pathways to integrate Retention Program services, especially De Anza CONNECT
- Increase faculty, staff and student awareness of campus programs and services available

Action Steps

- As the Retention Program has recently been termed a “program,” we are in the process of developing formal student learning and development outcomes.
- The Retention Program is continuously restructuring as program services expand and resources increase to achieve programmatic outcomes.
- Include more campus programs and resources in De Anza CONNECT as referral options
- Broaden collaborations with campus programs and services

Section 3: Student Learning, Development, and Success

CAS Section 3 Purpose Summary

Academic Advising Programs (AAP) must contribute to students' formal education, which includes both curricular and co-curricular experiences. AAP must promote student learning, development, and personal growth to encourage self-sufficiency. AAP must contribute to students' progression and timely completion of educational goals. AAP must assist students in identifying the realistic timeframe to complete their educational goals and support their efforts. AAP must help students and designated clients prepare for their careers and meaningful contributions to society. AAP must provide opportunities that help inform student choices and decisions about academic work and about educational, career, and life goals. AAP must support students, on an ongoing basis, as they establish and evaluate their educational, career, and life goals.

Section 3 Committee Summary – Average rating (2)

- The Retention Program provides programming focused on individual student needs to maximize their potential, and benefit from the academic environment and experience, through two large services: Academic and Progress Probation and De Anza CONNECT.
- For Academic and Progress Probation, the Retention Program provides targeted student interventions for each level of academic and progress probation. This includes requirements for all students to meet with a counselor and develop a comprehensive educational plan at least once a term, and workshops that provide students on academic probation level 2 with strategies to be successful in their course and academics.
- With De Anza CONNECT, the Retention Program works with both students, by providing resources, and faculty, by learning how we can help them support their students
- The Retention Program's strategies and tactics include providing High-Frequency, High-Touch and High-Quality student contact consisting of multiple check-ins throughout the quarter via email, phone call, e-advising, drop-in, and counseling appointments.
- Retention Program counselors provide individual counseling appointments to go into deep conversation with students and help identify gaps or issues that are affecting their education. Furthermore, counselors provide personal counseling aside from career and transfer advice. Additionally, counselors refer students to other departments and/or outside support to help identify and overcome challenges impeding their education.
- Retention Program counselors create short term and long term educational plans. There are follow-up meetings to reassess students' progress. The Retention Program tracks students' academic progress through Academic/Progress Probation every quarter. Mandating counseling appointments are part of the process to check in with students on Academic/Progress Probation.
- De Anza CONNECT works with instructional faculty to track progress and provide support to student to complete their courses. There are also a series of follow-ups to make sure students are utilizing campus resources and meeting with an academic counselor to assess their course progress, advising students on how they can successfully complete their course(s), providing course success strategies, and updating student's comprehensive education plans.

Achievements

- The Retention Program's current student success outcomes include improved retention, students moving off academic and progress probation and course success rates.
- For De Anza CONNECT:
 - **72%** of the Winter 2022 CONNECT Student Cohort persisted to the spring 2022 term
 - **40%** increase in the Course Success Rate over one term (Winter 2022 to Spring 2022) for students in the Winter 2022 CONNECT Student Cohort who re-enrolled in Spring 2022
 - **18%** decrease in Withdrawals over one term (Winter 2022 to Spring 2022) for students in the Winter 2022 CONNECT Student Cohort who re-enrolled in Spring 2022
 - Faculty Testimonials
 - ❖ "The Early Alert process may have helped this student. Last week the student submitted 5 out of 7 assignments and that is why I sent the Early Alert. [An] email message from the student explain[ed] why they missed the two assignments. While "She believes she has submitted all her assignments", the student wrote in the message...about her two missed assignments. Thank you again for your help and support for our students."
 - ❖ "I'm sure I speak for many instructors in saying how much I appreciate your efforts on behalf of our students. What a pleasure to work in collaboration with such committed and talented colleagues! Thank you so much for what you and your staff bring to our academic community."
- For Academic/Progress Probation:
 - **83%** increase in the Course Success Rate over one term (Fall 2021 to Winter 2022) for students in the Fall 2021 AP/PP Student Cohort who re-enrolled in Winter 2022
 - The following data is based on the students from the Winter 2022 Academic & Progress Probation Student Cohort who re-enrolled in Spring 2022.
 - **74%** increase in the Course Success Rate over one term (Spring 2022)
 - **57%** increase in the Course Success Rate for African American, Latinx and Filipinx students over one term (Spring 2022)
 - **91%** increase in the Course Success Rate for Native American, Pacific Islander, White and Decline to State students over one term (Spring 2022)
 - The retention rates for the Winter 2022 Academic and Progress Probation Student Cohort also improved as indicated by the decreased Withdrawals:
 - **13%** decrease in Withdrawals over one term (Spring 2022)
 - **17%** decrease in Withdrawals for African American, Latinx and Filipinx students over one term (Spring 2022)
 - **17%** decrease in Withdrawals for Native American, Pacific Islander, White and Decline to State students over one term (Spring 2022)
 - Following are some of the statements shared with the Retention Program through the Spring 2022 Student Self-Assessment Survey:
 - ❖ "I am thankful for a supporting team to allow me to be on track for academic success."
 - ❖ "I was a bit stressed last quarter because of work but this quarter, I was able to manage my time better so therefore I will be working better forward. Thank you for reaching out to me!"
 - ❖ "The word I chose to describe academic probation was the word accountability because I see this as a second chance to get my act back together and being on probation ensures I take the necessary steps to hold myself accountable for my own future."

Opportunities for Growth

- Strengthen Retention Program services and support to increase the number of students moving off academic/progress probation and into Good Academic Standing
- Incorporate strategies to increase student term-to-term persistence

Action Steps

- Increase opportunities for student engagement and campus resource awareness by offering informational workshops and sessions regarding campus programs and resources
- Increase Retention Program in reach by calling every student on academic and progress probation at least once per term
- Aggressive call campaign during breaks to those students who have yet to register for the following term
- Congratulate students who have moved off academic and progress probation and returned to Good Academic Standing and award them a Retention Program goodie bag.

Section 4: Assessment

CAS Section 4 Purpose Summary

Academic Advising Programs (AAP) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives. AAP must design assessment plans that incorporate an ongoing cycle of assessment activities. AAP must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Section 4 Committee Summary – Average rating (2)

- Prior to the Retention Program, there was no data collection for students on academic and/or progress probation
- The Retention Program works closely with Admissions & Records, Educational Technology Services (ETS) and Institutional Research & Planning, to strengthen existing reports, and create new reports for effective identification and follow-up of students on academic and progress probation
- Working with the Scheduling And Reporting System (SARS), Argos and the Program Review Tool, the Retention Program has been able to:
 - Establish initial baselines to capture future trends
 - Recognize equity gaps and
 - Develop a student profile
- Through Program Review, the Retention Program documents key indicators and measurements such as retention, course success rates and persistence.
- This data guides the Retention Program's data-informed decision making, continuous improvement and, coupled with qualitative student data, drives our student services.
- The Retention Program's Student Self-Assessment Survey is a customized student questionnaire that gathers vital information for needs assessment and predictive analytics. The Student Self-Assessment Survey is required of every student on academic and/or progress probation to determine students' needs and awareness of campus programs, services, and resources.
- Through the Scheduling And Reporting System (SARS), the Retention Program tracks the number of students contacted and served on a term-by-term and year-by-year basis.
- The Retention Program also compiles De Anza CONNECT student service data via SARS.
- The Retention Program utilizes the Argos reporting tool for Banner to generate and track the following:
 - Academic and progress probation students
 - Students with pending academic/progress registration holds

- Students with a low term grade point average (gpa)
- Students with an excessive number of units
- Students who moved off academic and/or progress probation and into Good Academic Standing

Achievements

- Utilizing the Program Review Tool, the Retention Program formulated a student profile for students on academic and progress probation and De Anza CONNECT students, to better align our services to these specific student populations.
- The Retention Program also created Academic & Progress Probation Student Cohorts, and De Anza CONNECT student cohorts to track their success and enrollment trends in Program Review.
- The Retention Program tracked the change in the demographics of the students on academic and progress probation. The student profile for students placed on academic and progress probation at the end of Spring 2022 displays:
 - **44%** of the students on academic and progress probation are now 19 or less years old. Previously, most of the students on academic and progress probation were between the ages of 20 and 24 (45%).
 - **57%** of the students on academic and progress probation are low-income. Previously, only 29% of the students on academic and progress probation were low-income.
 - The gender of students on academic and progress probation is now approximately half male (**50%**) and half female (**49%**). Previously, most of the students on academic and progress probation were male (54%).
- Utilization of Argos, SARS and the Program Review tool has enabled the Retention Program to generate data including the following outcomes:
 - **81%** of Spring 2022 De Anza CONNECT students may not be associated with a student support program (such as EOPS, PUENTE, UMOJA, FTE, etc) – this is the niche of students the Retention Program is serving
 - **85%** of Spring 2022 Academic and Progress Probation students may not be associated with a student support program (such as EOPS, PUENTE, UMOJA, FTE, etc)
 - **3,300** unduplicated students were served by the Retention Program during the 2021-22 Academic Year (Summer 2021 to Spring 2022)
 - **De Anza CONNECT**
 - **72%** of the Winter 2022 CONNECT Student Cohort persisted to the spring 2022 term
 - **40%** increase in the Course Success Rate over one term (Winter 2022 to Spring 2022) for students in the Winter 2022 CONNECT Student Cohort who re-enrolled in Spring 2022
 - **18%** decrease in Withdrawals over one term (Winter 2022 to Spring 2022) for students in the Winter 2022 CONNECT Student Cohort who re-enrolled in Spring 2022
 - **Academic & Progress Probation**
 - **83%** increase in the Course Success Rate over one term (Fall 2021 to Winter 2022) for students in the Fall 2021 AP/PP Student Cohort who re-enrolled in Winter 2022
 - **16%** decrease (212 students) in the number of students on academic and progress probation over the course of the academic year (from Fall 2021 to Spring 2022)
 - **303** students moved off Academic / Progress Probation during the 2021-22 Academic Year (Fall 2021 to Spring 2022)
 - **400** Stop-out students on Academic and Progress Probation were assisted by the Retention Program during 2021-22 Academic Year (Summer 2021 to Spring 2022) in an effort to re-enroll

Opportunities for Growth

- Increase standardized opportunities for student, faculty, and Retention Program counselor and classified professional feedback
- Track academic/progress probation and De Anza CONNECT student persistence
- Strengthen collaboration with Institutional Research and Planning to assess intervention effectiveness

Action Steps

- Develop Retention Program Student Satisfaction Survey. Explore the possibility of embedding a link into SARS message after counseling appointment attendance.
- Develop Retention Program Counselor End-of-Year Survey

Section 5: Access, Equity, Diversity, and Inclusion

CAS Section 5 Purpose Summary

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Academic Advising Programs (AAP) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.

Section 5 Committee Summary – Average rating (2)

- The Retention Program fills a unique niche at De Anza by offering program services to academically struggling students who may be ineligible for similar campus support programs (such as EOPS, PUENTE, UMOJA, etc.).
- Like the overall De Anza student population, approximately **68%** of students on academic probation are Part-time students, which oftentimes means that they are not eligible for full-time benefits such as being part of programs that work 1-to-1 with students, and may have limited access to campus services
- The Retention Program strives to increase student services access and promote equity and inclusion for all De Anza students
- The Retention program disaggregates data to capture equity gaps, disparities, and disproportionate impact among our students.
- Data has shown that students on academic probation are in dire need of financial support. Federal, state, and institutional policies often prevent students on academic and/or progress probation from receiving financial assistance and qualifying for campus services, programs, and resources.
- For students on academic/progress probation, financial barriers often affect completion and persistence rates.
- Multiple students disclosed the need for financial assistance
 - **55%** of Spring 2022 De Anza CONNECT students are low income
 - **57%** of Spring 2022 Academic and Progress Probation students are low-income

Achievements

- The Retention Program Strength Thru Adversity Scholarship celebrates students' strength and persistence to achieve their educational goals despite life's challenges. This scholarship supports the persistence of students on academic probation, provides students a second chance, and recognizes their academic and personal efforts. This is the first time in De Anza's history that there is a scholarship available to students on academic probation.
- The Retention Program increases access to student services by offering evening counseling appointments (4 pm to 7 pm)
- The Retention Program increases access to student services by offering services in various

modalities including phone calls, eAdvising, drop-in sessions, virtual workshops and virtual and in-person counseling appointments

- The Retention Program collaborate with the following Student Success and Retention Services programs under the Equity and Engagement Division:
 - First Year Experience
 - IMPACT AAPI
 - Puente
 - Umoja
- The Retention Program also collaborates with the Rising Scholars Program to support students impacted by the justice system
- The disaggregated student demographic data for the Spring 2022 Academic and Progress Probation Student Cohort revealed:
 - **45%** of students on academic and progress probation are Latinx - while only
 - **25%** of De Anza's student population is Latinx – what we discovered is that for Spring 2022,
 - **13%** of De Anza's Latinx students (486 students) are on Academic / Progress Probation
- The following data is based on the students from the Fall 2021 Academic & Progress Probation Student Cohort who re-enrolled in Winter 2022 and Spring 2022 respectively.
 - **83%** increase in the overall Course Success Rate over one term (Winter 2022)
 - **113%** increase in the overall Course Success Rate over two terms (Winter 2022 and Spring 2022)
 - **82%** increase in the Course Success Rate for African American, Latinx and Filipinx students over one term (Winter 2022)
 - **114%** increase in the Course Success Rate for African American, Latinx and Filipinx students over two terms (Winter 2022 and Spring 2022)
 - **73%** increase in the Course Success Rate for Native American, Pacific Islander, White and Decline to State students over one term (Winter 2022)
 - **100%** increase in the Course Success Rate for Native American, Pacific Islander, White and Decline to State students over two terms (Winter 2022 and Spring 2022)
- Partnership with the Financial Aid Office to provide Book Vouchers and Computer Vouchers to students on academic and progress probation
- Through the generous donations of the Foothill-De Anza Foundation and De Anza President Holmes' Chancellor's Circle, the Retention Program Strength Thru Adversity Scholarship is now available specifically for students on academic probation.
 - The Retention Program awarded six students the Strength Thru Adversity Scholarship for the spring 2022 term (\$275 each), six students from winter 2022 term (\$275 each), and three students from fall 2021 term (\$225 each).
 - Of the fifteen students awarded, six have successfully moved off academic probation and another three are on the cusp with cumulative GPAs ranging from 1.86 to 1.98.
 - Five students will be awarded \$275 each term for the 2022-23 academic year.

Opportunities for Growth

- Strengthen our collaboration with the Equity and Engagement Division
- Enhance equity lens approach in the Retention Program's services and data compilation, including assessments, outcomes, goals, and continuous improvement
- Increase the amount of Strength Thru Adversity Scholarship awarded to each student

Action Steps

- Review disproportionate impact for Retention Program students
- Assess needs of students experiencing disproportionate impact
- Explore services and interventions that may assist students experiencing disproportionate impact

- Work with the Equity and Engagement Division to enhance our equity lens and better align Retention Program services with students experiencing disproportionate impact
- Present request for increased donation to De Anza President Holmes' Chancellor's Circle

Section 6: Leadership, Management, and Supervision

CAS Section 6 Purpose Summary

Academic Advising Programs (AAP) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices. Leaders with organizational authority for AAP must provide management and supervision as well as lead strategic planning and program advancement.

Section 6 Committee Summary – Average rating (3)

- The Retention Program leaders model ethical behavior and demonstrate alignment with the institutional mission, goals, and ethical practices. For example, the Retention Program:
 - Works collaboratively with employees to provide staff development, growth and programmatic development, and enhancements to advance equity and diversity for all students we serve
 - Works collaboratively with division deans, division chairs, faculty, and staff
 - Incorporates quantitative and qualitative data and diverse perspectives into student-centered decision-making processes
 - Presents our program outcomes to division deans, BPTs, and at national conferences

Achievements

- The Retention Program leaders embody ethical practices to promote and advocate for student needs, staff needs, and identifies gaps in services to provide equitable resources to students.
- The Retention Program leaders collaborate with campus-wide programs, services, resources, faculty, staff, and administrators
- The Dean assists in program planning, oversight and the program's direction
- The Dean continuously evaluates all Retention Program staff yearly
- The Dean and Program Coordinators have presented program results to division deans, SSPBT, IPBT, national conferences on a term-by-term basis

Opportunities for Growth

- With the growing number of staff and counselors, we need to provide a more robust training and onboarding process.
- Provide more opportunities for staff to participate on campus committees to enhance their knowledge of campus, budgeting process, and decision-making processes

Action Steps

- Develop a handbook for onboarding staff
- Program Coordinators to serve on committees that increase program awareness

Section 7: Human Resources

CAS Section 7 Purpose Summary

Academic Advising Programs (AAP) must identify the level of staffing necessary to achieve its mission and goals. AAP must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-

time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers).

Section 7 Committee Summary – Average rating (1)

- At its inception in 2019, the Retention Program was comprised of:
 - A full-time Counselor
 - A Program Coordinator I
 - A Student Success Specialist.
- As the Retention Program expanded during the 2021-22 Academic year, we provided growth opportunities to counselors and academic advisors.
- During the 2021-22 academic year, the Retention Program was comprised of:
 - Two full-time Program Coordinator I's
 - A full-time Retention Program Counselor
 - Two part-time Student Success Specialists (working-out-of class)
 - Five overload counselors, rendering 30 hours support (equivalent to a full-time counselor)
 - One less-than-part-time Administrative Assistant I (TEA) providing 10 hours of support

Achievements

- During the 2021-22 academic year:
 - The Retention Program needed additional counseling support. Through the retention funds we received, we provided overload hours to five full-time counselors, rendering an additional 30 hours of support (equivalent to a full-time counselor).
 - Additionally, we identified the need for an additional student success specialist. Through the funds, we worked the academic advisor out of class as a part-time student success specialist during winter 2021.
 - During spring 2021, two academic advisors worked out-of-class as part-time student success specialists. Doing so provided the academic advisors an opportunity to gain programmatic skills and develop professionally.
 - We were also able to hire a less-than-part-time Administrative Assistant I (TEA) to schedule counseling appointments.

Opportunities for Growth

- The Retention Program is expanding and growing, creating opportunities for professional growth, development and hiring qualified and dedicated employees. As we expand the Retention Program services, we have identified the additional personnel needed to help support our mission and goals.
- The personnel identified to help the Retention Program are:
 - Two Program Coordinator II's - the Retention Program is comprised of two large services. Coordinating the two large services requires employees to perform more complex coordination duties more so aligned with a PC II position.
 - Two full-time Student Success Specialists – the Retention Program serves more than 3,000 students per year. We connect with our students individually by phone and email. To serve our students, we need two dedicated student success specialists.
 - One full-time counselor – currently we provide about 30 hours of overload hours to counselors (equivalent to one full-time counselor). An additional full-time counselor will help support the increasing number of students served.

Action Steps

- Work with the Dean of Counseling to identify ways to staff and fund the Retention Program's personnel.

Section 8: Collaboration and Communication

CAS Section 8 Purpose Summary

Academic Advising Programs (AAP) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.

Section 8 Committee Summary – Average rating (2)

- The Retention Program collaborates with many campus programs and services to build a student support network
- Retention Program personnel collaborate and consult with faculty, individuals, and departments essential to the program's success.
- Retention Program collaborates to garner support and resources.
- Retention Program collaborates to meet the needs of students
- Retention Program collaborates to achieve program and student outcomes.
- Retention Program collaborates to engage diverse populations to enrich the educational environment.
- Retention Program collaborates to disseminate information about programs and services.
- Retention Program collaborates to solve problems pertinent to the student population
- Retention Program refers students to appropriate resources when assistance is needed beyond the functional the Retention Program's scope
- Retention Program provides relevant information, services, and resources that explain its mission and goals.

Achievements

- The Retention Program strongly encourages those students on Academic and Progress Probation who are associated with a student support program to meet with their respective program counselor
- De Anza CONNECT supports all students by connecting them to campus resources and services and creating a student support network.
- De Anza CONNECT integrates campus programs and services to automatically filter early alerts and referrals, ensuring the alerts and referrals are delivered to their respective program or service. These campus programs and services include, but are not limited to:
 - Student Success Center
 - Financial Aid
 - Food Pantry & Housing Resources
 - Math Performance Success Program (MPS)
 - English Performance Success Program (EPS)
 - EOPS
 - First Year Experience
 - Umoja
 - Puente
 - IMPACT AAPI
 - International Student Programs
 - REACH
 - Rising Scholars Program
- The Retention Program also refers students to Psychological Services and Disability Support Services as needed and appropriate
- De Anza CONNECT collaborates with faculty and offers in-class support for their students.
- The Retention Program also collaborates with the Rising Scholars Program to support students impacted by the justice system
- The Retention Program partners with the Foothill De Anza Foundation to offer a scholarship specifically

for students on academic probation – the Strength Thru Adversity Scholarship.

- The Retention Program collaborates with the Financial Aid Office to award book vouchers to students on academic and progress probation.

Opportunities for Growth

- Develop and disseminate Retention Program annual newsletter
- Strengthen collaboration with campus programs and services

Action Steps

- Increase De Anza CONNECT informational presentations to faculty, staff, students, governance teams and stakeholders
- Continue to meet and work with division deans, department chairs and faculty to promote De Anza CONNECT
- Adding programs and services referral option to the De Anza CONNECT form

Section 9: Ethics, Law and Policy

CAS Section 9 Purpose Summary

Academic Advising Programs (AAP) must review and adopt appropriate standards of ethical practice including those of applicable professional associations. AAP must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

Section 9 Committee Summary – Average rating (2)

- Retention Program personnel employ ethical decision making in the performance of their duties.
- Retention Program personnel are honest, objective, and impartial in their interactions.
- Retention Program demonstrates responsibility for sound and ethical assessment, research, evaluation, and program review.
- Retention Program encourages and provides a forum for personnel to address and report unethical behavior.
- Retention Program personnel perform duties within the scope of their position, training, expertise, and competence.
- Retention Program personnel make referrals when issues presented exceed the scope of their position.
- In cases where specialized and needed expertise is not available within the Retention Program, personnel refer students to resources within the institution or the local community.
- Retention Program personnel complies with applicable laws related to privacy and confidentiality.
- Retention Program has written policies and procedures on operations, transactions, or tasks
- Retention Program educates new personnel to relevant and related institutional policies and procedures

Achievements

- The Retention Program ensures all team members have completed the district provided FERPA training
- All members of the Retention Program enter and maintain their notes in the SARS system
- The Retention Program utilizes the district provided GlobalProtect virtual private network (VPN) for increased security
- The Retention Program refers students to Psychological Services, Disability Support Services, Financial Aid and the Food Pantry and Housing Resources as needed and appropriate

- The Retention Program has developed process and procedures guides for the Retention Program team (counselors and classified staff)
- The Retention Program provides a safe and open forum for team discussion on a bi-weekly basis
- The Retention Program Coordinators developed and provided training to the student success specialists on system access and utilization. The Retention Program Coordinators developed training and onboarding guides to facilitate this process

Opportunities for Growth

- The Retention Program would benefit from crises management for classified professionals training
- The Retention Program would benefit from division-wide documented ethical statements

Action Steps

- The Retention Program will reach out to the dean for appropriate training and documented ethical statements

Section 10: Financial Resources

CAS Section 10 Purpose Summary

Academic Advising Programs (AAP) must have the funding that is necessary to accomplish its mission and goals. AAP must determine with administrative leadership what funding is necessary.

Section 10 Committee Summary – Average rating (1)

- As the Retention Program continues to expand and service many more students, additional resources are needed to hire a full-time counselor and a full-time student success specialist dedicated to the Retention Program
- As the Retention Program grows, it is imperative that we continue, and sustain, the quality of our services that has led to increased student success.

Achievements

- During academic year 2021-22, the Retention Team served **3,300** unduplicated De Anza CONNECT, Academic and Progress Probation, Stop-out and Low GPA students. This is a **147%** increase (**1,962** students) over the academic year 2020-21.
- Both Academic/Progress Probation and De Anza CONNECT are college-wide, providing services to almost 200 De Anza CONNECT students and over 1,000 Academic and Progress Probation students
- Established Strength Thru Adversity scholarship in collaboration with the Foothill-De Anza Foundation. The scholarship serves to provide students on academic probation with financial support. During the 2021-22 academic year we awarded \$275 to 15 students. All students awarded returned to good academic standing at the end of the 2021-22 academic year.
- In collaboration with the Office of Financial Aid, the Retention Program provides book vouchers for students on academic and progress probation.

Opportunities for Growth

- By serving more De Anza students, the Retention Program is increasing access, opportunity, and equity.
- With the additional personnel, the Retention Program can scale its services and directly impact more students

- With the addition of a dedicated Retention Program counselor and student success specialist, the Retention Program can provide consistent student service and further its case management approach.
- The Retention Program needs dedicated and on-going funding to support the entirety of the program
- Work with the Foothill-De Anza Foundation to increase the scholarship fund to increase awards and awardees.

Action Steps

- Work with the Dean of Counseling to identify ways to fund the Retention Program's personnel needs
- Work with the Dean of Counseling to obtain permanent and on-going funding for the Retention Program
- Work with the Foothill-De Anza Foundation to increase the scholarship fund to increase awards and awardees
- Increase marketing for the book vouchers

Section 11: Technology

CAS Section 11 Purpose Summary

Academic Advising Programs (AAP) must have current technology to support the achievement of its mission and goals. AAP must incorporate accessibility features into technology-based programs and services. AAP must ensure that personnel and constituents have access to training and support for technology use. AAP must back up data on a cycle established in partnership with the institution's information technology department. AAP must implement a replacement plan and cycle for all technology with attention to sustainability.

Section 11 Committee Summary – Average rating (2)

- Retention Program utilizes the following systems:
 - SARS
 - Retention Program work schedules, counseling appointment scheduling, drop-in, and notes
 - Early alert system – De Anza CONNECT early alert and referral platform
 - EAdvising – student inquiries
 - Data Reporting – generate student service and contact reports
 - Student Dashboard
 - Student unofficial transcripts, registration history and student summary
 - Global Protect VPN
 - Secure access to Banner 9
 - Banner 9
 - SOAHOLD – Student registration holds
 - SPACMNT – Staff comments and notes related to student
 - SHATERM – Student academic standing – academic probation, progress probation, cumulative GPA and institution hours
 - ARGOS – generate student lists and data reports
 - Program Review Tool – track and report student profile; success, retention and persistence rates
 - Cisco Jabber – De Anza off campus phone access
 - Zoom – online meeting platform
 - Outlook – Retention Mailbox – Retention@deanza.edu – primarily Early Alert – student, staff, and faculty communication
 - Office 365
 - Microsoft Teams – Internal chat and messages utilized by Counseling Department and Retention Program
 - SharePoint – collaboration tool

Achievements

- The Retention Program Coordinators developed and provided training on the access and utilization of the systems above for the student success specialists. The Retention Program Coordinators developed training and onboarding guides to facilitate this process
- De Anza CONNECT
 - 173 unduplicated De Anza CONNECT students served during the Spring 2022 term
 - De Anza CONNECT is a college-wide communication and referral system. De Anza CONNECT is more than identifying struggling students. De Anza CONNECT supports all students by connecting them to campus resources and services and creating a student support network.
 - During the summer 2021 term, the Retention Program Coordinators configured the SARS Early Alert System (the tool used for De Anza CONNECT) and tested with a small group of faculty.
 - Fall 2021, Retention Program launched De Anza CONNECT, using the SARS Early Alert system, campuswide.
 - Faculty use SARS Early alert to raise a concern or refer a student to a program and/or service on campus. Staff use SARS Early Alert to refer and connect students to a program or service on campus.
 - De Anza CONNECT integrates campus programs and services to automatically filter early alerts and referrals, ensuring the alerts and referrals are delivered to their respective program or service. These campus programs and services include, but are not limited to:
 - Student Success Center
 - Financial Aid
 - Food Pantry & Housing Resources
 - Math Performance Success Program (MPS)
 - English Performance Success Program (EPS)
 - EOPS
 - First Year Experience
 - Umoja
 - Puente
 - IMPACT AAPI
 - International Student Programs
 - REACH
 - Rising Scholars Program
 - The Retention Program works with ETS and the SARS software company to obtain access to training and support for glitches, back up data, and to ensure student data is accurately imported into the system.
 - The Retention Program provides faculty and staff training on the use of De Anza CONNECT (SARS Early Alert system) during division and department presentations and scheduled individual trainings for faculty and staff.
 - During the beginning of the term, we provide 30-minute training sessions via Zoom and provide training to new faculty during faculty orientation.
 - Each term, the Retention Program Coordinators meet with programs and services to provide training on De Anza CONNECT. We have also created guides that are updated when implementing new changes.

Opportunities for Growth

- Increase utilization of De Anza CONNECT
- Increase awareness of and referrals to campus program and services
- Increase student communication efficiency thereby increasing the number of students reached and the frequency of student touchpoints

Action Steps

- Work with the Office of Communications, Online Education and Guided Pathways to promote De Anza CONNECT
- Increase De Anza CONNECT informational presentations to faculty, staff, students, governance teams and stakeholders
- Continue to meet and work with division deans, department chairs and faculty to promote De Anza CONNECT
- Increase referral options in De Anza CONNECT by adding programs and services to the De Anza CONNECT form
- Invest in a customer relationship management (CRM) system account such as Mailchimp or Constant Contact

Section 12: Facilities and Infrastructure

CAS Section 12 Purpose Summary

Academic Advising Programs (AAP) facilities must be located in suitable spaces designed to support the functional area's mission and goals. AAP facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces. AAP facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations. AAP must incorporate universal design principles. AAP facilities must be designed and constructed to be energy-efficient and sustainable.

Section 12 Committee Summary – Average rating (2)

- The Retention Program is in the Division of General Counseling and Advising and in suitable spaces designed to support the Retention Program mission and goals.
- Retention Program facilities are intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.
- Retention Program facilities are designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.
- Retention Program maintains a physical and social environment that facilitates optimal functioning and ensures appropriate confidentiality.

Achievements

- Retention Program personnel have equipped, and well-maintained workspaces designed to support their work and responsibilities.
- Retention Program personnel are able to safeguard the privacy of their work.
- The Retention Program team members are provided with offices that ensure the confidentiality of sensitive information and conversations.

Opportunities for Growth

- Retention Program team members would benefit from hybrid standing/sitting work desks/stations

Action Steps

- The Retention Program and the dean will advocate for appropriate facilities and equipment