

## 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.

Overall, RAPP's feedback on the Retention Program was positive. The feedback highlighted the need for additional disaggregated data on student success, the program's alignment with enrollment trends, more data for CONNECT and detailed metrics for its increase in usage.

RAPP's input aligns with our ongoing program assessment, which helps identify areas for improvement and refine our strategies. We assess our program on a quarterly and annual basis to ensure its alignment with the college's mission and educational plan, and to track progress toward our targeted goals. In response, we have streamlined our support services and implemented more targeted interventions to improve student success. These actions reflect the feedback provided by RAPP. By making these adjustments, we have strengthened our program and better aligned our services with both our program's mission and the college's strategic plan. Further details on these updates will be discussed in Question 2.

2. Describe any changes or updates that have occurred since you last submitted program review.

Since our last program review submission, the following changes and updates have been implemented:

- De Anza CONNECT (CONNECT) and the Academic and Progress Probation programs have been separated into two distinct programs: De Anza CONNECT (CONNECT) and the Academic Awareness Program (AAP).
- We have hired two permanent Academic Counselors and two permanent Student Success Specialists to provide additional support for both programs.
- The CONNECT and Academic Awareness Program specifically serve students who are not affiliated with any other program or service, targeting the 85% of students who are not engaged in other campus resources.
- The Academic and Progress Probation program was revamped and redesigned with a focus on providing intentional support to students to help them return to good academic standing during summer 2023 and implemented fall 2023 with more intentional services launched during fall 2024.
  - The program has been renamed as Academic Awareness Program (AAP).
  - The redesign aims to eliminate the negative connotations associated with probation, incorporate culturally relevant counseling practices, and focus on supporting students who are not served by other campus programs, services, and learning communities.
    - 513 students regained good academic standing during the 2023-24 AY.

- 42% (49 students) decrease in the number of unduplicated students on Progress Probation from the fall 2023 (117 students) to the spring 2024 (68 students).
  - 14% (154 students) decrease in the number of students on Academic Probation from the fall 2023 (1092 students) to the spring 2024 (938 students).
  - 17% (203 students) decrease in the total number of students on AP / PP from the fall 2023 (1209 students) to the spring 2024 (1006 students)
  - 76% increase (from 29% to 51%) in the Course Success Rate over the course of one quarter (from the end of fall 2023 to the end of winter 2024 quarter).
  - 90% increase (from 29% to 55%) in the Course Success Rate over the course of two quarters (from the end of fall 2023 to the end of spring 2024 quarter)
  - 29% decrease (from 24% to 17%) in Withdrawals over the course of two quarters (from the end of fall 2023 to the end of spring 2024 quarter).
- The Strengths Through Adversity Scholarship offered by AAP has increased to \$17,000.
- The Book Vouchers provided by AAP are no longer funded by the HERFS funding from Financial Aid. Instead, we have requested Retention Funding to support students needing Book Vouchers.
  - This change has resulted in reduced funds for vouchers and fewer students being assisted.
- The program has intentionally developed a time-management and program orientation workshop to provide intentional services and awareness of the program and support students serving
- During the Fall 2024, AAP launch the Canvas Course a resource for students
  - 721 currently enrolled AP students successfully uploaded
  - 66% (477 students) Accepted invite (as of 12/5/2024) ○ 3,034 Total Page views in one week
- Academic Awareness Program increased its reach out to Stop-Out students.
  - Recently, the Academic Awareness Program held two registration days targeting stop-out students to return during the Fall 2024 quarter. This yielded 75 stop-out students to enroll during the fall 2024 quarter.
  - Reached out to 2,437 Stop-out students on academic and progress Probation during 2022-24 Academic Year in an effort to re-enroll
- De Anza CONNECT continued it's collaboration with campus-wide programs and services to identify students in Banner.
  - During the 2023-24 academic year:
    - 94 faculty and over 25 staff used the system yielding 2,943 referrals and concerns raised
    - 312 students used the CONNECT student self-referral system
    - CONNECT supported 630 unduplicated students
      - 51% course success for Black, Latinx, and Filipinx students
      - 63% course success rate for Asian, Native American, Pacific Islander, White and Decline to State student.
  - CONNECT has onboarded a total of 27 programs and services, such as, Disability Support Programs & Services, Mental Health and Awareness Center, First Year Experience, Library Services, Transfer Center, Outreach, Pride Center)

- CONNECT has partnered with OEI, Guided Pathways and the Office of Professional Development.
  - CONNECT now meets the guidelines for Regular Substantive Interaction (RSI) for faculty. CONNECT has and continues to have workshops for faculty.
  - CONNECT has implemented a student interfacing system, where students are able to directly submit their inquiries. A CONNECT app for students has been added to MyPortal for easy access. Yielding over 100 students utilizing the system during it's launch. The system is now the interface and integrated with General Counseling eAdvising system.
  - CONNECT has expanded its support to students with a cumulative GPA between 2.00 to 2.59, aligning with our goals of preventing students from failing or falling into academic or progress probation.
    - This serves over 800 students who are not part of programs and services.
3. Provide a summary of the progress you have made on the goals identified in your last program review.

The considerable progress CONNECT and Academic Awareness Program has made since the last program review are outlined in Question 2. Please refer to Question 2.

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.

Since the last program review, the goals for CONNECT and the Academic Awareness Program have remained the same. However, we are now placing a more intentional focus on supporting students who are not affiliated with any programs or services. This support includes pairing students with a dedicated Student Success Specialist and Academic Counselor who will work with them throughout the quarter and beyond.

We have structured each program's activities to include student action plans (a combination of an intake form and next steps), program orientations, and intentional follow-up and touchpoints throughout the quarter to monitor students' progress. By focusing on students who are not part of other programs or services, we are targeting underserved populations and offering support that helps bridge gaps, provide tailored assistance, and ultimately improve retention and persistence.

This approach enhances equity and inclusivity, ensuring that no student is left behind. It also increases student outcomes, as students with the right support and resources are more likely to succeed, graduate, become fully engaged in their academic work, persist to the next term and help students who are returning to navigate their experience better.

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both resource 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 unable to accomplish due to resource requests that were not approved?

Since the last program review, we have hired one tenured Academic Counselor and two Student Success Specialists. With the addition of these three personnel, we have made significant progress, as outlined in Question 2. Specifically, we have been able to enhance our services and support, expand our programs, assist more students, and deliver more intentional services. Below are some key highlights shared in Question 2:

- During the 2023-24 academic year CONNECT:
  - Increased the utilization of the system
    - 94 faculty
    - Over 25 staff
    - Yielding 2,943 referrals and concerns raised
  - Launched the student interface
    - 312 students used the CONNECT student self-referral system
  - CONNECT supported 630 unduplicated students
    - 51% course success for Black, Latinx, and Filipinx students
    - 63% course success rate for Asian, Native American, Pacific Islander, White and Decline to State student.
  - Launch of supporting students with a 2.00 to 2.59 CUM GPA
    - 800 students
- During the 2023-24 academic year Academic Awareness Program:
  - 513 students regained good academic standing during the 2023-24 AY.
  - 42% (49 students) decrease in the number of unduplicated students on Progress Probation from the fall 2023 (117 students) to the spring 2024 (68 students).
  - 14% (154 students) decrease in the number of students on Academic Probation from the fall 2023 (1092 students) to the spring 2024 (938 students).
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  - 76% increase (from 29% to 51%) in the Course Success Rate over the course of one quarter (from the end of fall 2023 to the end of winter 2024 quarter).
  - 90% increase (from 29% to 55%) in the Course Success Rate over the course of two quarters (from the end of fall 2023 to the end of spring 2024 quarter)
  - 29% decrease (from 24% to 17%) in Withdrawals over the course of two quarters (from the end of fall 2023 to the end of spring 2024 quarter).

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

The hire of an Academic Counselor and two Student Success Specialist has impacted disproportionately impacted students (also please refer to Question 2 for more data):

- CONNECT supported 630 unduplicated students
  - 51% course success for Black, Latinx, and Filipinx students
  - 63% course success rate for Asian, Native American, Pacific Islander, White and Decline to State student.
- Academic Awareness Program:
  - 15 percentage points increase in course success for Black, Latinx, and Filipinx students between winter 2024 and spring 2024
  - 22 percentage points increase in course success for Asian, Native American, Pacific Islander, White and Decline to State students between winter 2024 and spring 2024

We have also identified the need for improved technology to help track student progress, collect essential information (such as intake forms), and gather other relevant data to streamline our processes and procedures

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/>). 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.

**Table 1. Reflection on Learning Outcomes**

Learning Outcome	Students become aware of how they need to return to good academic standing/making progress towards good academic standing or avoid being placed on academic or progress probation.
Method of Assessment (please elaborate)	<ul style="list-style-type: none"> <li>• Pre and Post tests on academic standing policies, expectations, and strategies to maintain good academic standing</li> <li>• Counseling sessions and Student Success Specialist check-ins – ask students to reflect on their academic habits, life circumstances, identify areas of improvement</li> <li>• Student Survey/Action Plan - ask students to reflect on their academic habits, life circumstances, identify areas of improvement and work with the counselor to complete the action plan</li> </ul>

<p>Summary of Assessment Results</p>	<ul style="list-style-type: none"> <li>• Review students understanding of policies and procedures – Were students able to identify what led them to academic and progress probation, or what the need to do to avoid academic and progress probation.</li> <li>• Review if students understand the college’s policies</li> <li>• Identify the student’s self-identified challenges, such as time management, lack of resources, tutoring and other life circumstances (what are the trends?)</li> <li>• Propose solutions on how students can approach their own academic improvement plans.</li> </ul>
<p>Reflection on Results</p>	<ul style="list-style-type: none"> <li>• Identify gaps and trends in student’s understanding – areas that we can make clarify or change in our approach</li> <li>• Identify strengths in students understanding – what are they doing well and what are we doing well</li> <li>• Assess student’s progress by checking-in with students and aligning to their action plan (identify gaps and help support students with these challenges)</li> </ul>
<p>Strategies (aka: Enhancements) Implemented or Plan to be Implemented</p>	<ul style="list-style-type: none"> <li>• Enhance communication – use all modalities of communication to reach students, disseminate information about academic and progress probation</li> <li>• Enhance time-management workshops</li> <li>• Check-ins with Student Success Specialists throughout the quarter</li> <li>• Counseling sessions</li> <li>• Personalized action plans with in-take survey</li> </ul>

**CAS Comprehensive Program Review**  
**Student Services Department Feedback Form**

Area	Commendations	Feedback for Improvement	Comments to Area
<p><b>Mission</b> (Section 1)</p> <ul style="list-style-type: none"> <li>• Mission is clearly defined.</li> <li>• Indicates the students served.</li> <li>• Indicates the services offered.</li> <li>• Mission is linked to college mission, vision, and values</li> </ul>	<p><b>Mission is focused and concise.</b></p>		<p><b>How do stated achievements map alongside overall enrollment trends?</b></p> <p>The Retention Program’s purpose 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. The data below demonstrates how our achievements have contributed to an increase in enrollment among the students we serve. CONNECT measured retention through enrollment each quarter, while academic and progress probation measured enrollment trends through course withdrawal rates:</p> <p><b>Academic and Progress Probation:</b></p>

			<ul style="list-style-type: none"> <li>• 33% decrease in Withdrawals over one year (Spring 2021 to Spring 2022)</li> <li>• 30% decrease in Withdrawals for African American, Latinx and Filipinx students over one year (Spring 2021 to Spring 2022)</li> <li>• 39% decrease in Withdrawals for Native American, Pacific Islander students.</li> </ul> <p><b>CONNECT:</b> 72% of the Winter 2022 CONNECT Student Cohort persisted to and enrolled during the spring 2022 term.</p>
<p><b>Program Goals/Objectives and Key Results</b> (Action Steps of all section 2 &amp; OKR)</p> <ul style="list-style-type: none"> <li>• Objectives are clearly defined.</li> <li>• Key results and activities are appropriate to achieving the objectives.</li> <li>• Evidence is provided as to how progress will be monitored.</li> <li>• Metrics that indicate accomplishment of objectives are clearly articulated</li> </ul>	<p><b>Expansion of services to specific groups of students sounds well targeted.</b></p> <p><b>Metrics for student impact for retention services are robust and look great! Good work.</b></p>	<p><b>It would be good to have specific measurable goals with respect to “increasing utilization of CONNECT.” Include strategies for promotion and increasing adoption of CONNECT.</b></p>	<p><b>What usage data for CONNECT is available (number of students served/impact/faculty &amp; staff use, etc?)</b></p> <p>The data provided for the 2021-22 CAS reflects the first year of CONNECT campus-wide. The goals were to encourage faculty adoption of the system, onboard essential programs and services for students (prioritized accordingly), test the automate</p>



			<p>referrals to relevant areas through the system, and collect feedback for system and process improvement for the 2022-23 academic year.</p> <p>Here is the data between for the 2021-22 academic year:</p> <ul style="list-style-type: none"><li>• Total number of concerns and referrals made: 1,368</li><li>• Total number of unduplicated faculty utilization: 73<ul style="list-style-type: none"><li>○ FA21: 40 faculty; 19 departments; 68 sections</li><li>○ WI22: 28 faculty; 17 departments; 44 sections</li><li>○ SP22: 37 faculty; 25 departments; 57 sections</li></ul></li><li>• Total number of unduplicated students served by CONNECT (does not include those part of a program or service): 488 (FA21 – 192 students, WI22 – 121 students, SP22 – 175)</li></ul>
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			<p>Ethnic breakdown of De Anza CONNECT students served during spring 2022:</p> <p>Latinx – 67  Asian – 44  White – 21  Filipinx – 16  Black – 14  Native American – 3  Pacific Islander - 2  Unknown/Declined to State – 8</p> <p>Additional data points for the 2021-22 academic year:</p> <ul style="list-style-type: none"> <li>• 72% of the Winter 2022 CONNECT Student Cohort persisted to the spring 2022 term</li> <li>• 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</li> <li>• 18% decrease in Withdrawals over one term (Winter 2022 to Spring 2022) for students in the Winter 2022 CONNECT Student</li> </ul>
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			<p>Cohort who re-enrolled in Spring 2022</p> <ul style="list-style-type: none"><li>• 22% increase in the Course Success Rate for African American, Latinx and Filipinx students over one term (Fall 2021 to Winter 2022)</li><li>• 36% increase in the Course Success Rate over two terms (Fall 2021 to Spring 2022)</li><li>• 29% increase in the Course Success Rate for Native American, Pacific Islander, White and Decline to State students over one term (Fall 2021 to Winter 2022)</li><li>• 46% increase in the Course Success Rate over two terms (Fall 2021 to Spring 2022)</li></ul> <p>Based on the 2021-22 AY results, below are the measurable goals with respect to increasing utilization of CONNECT, along with the number of students served, impact, and faculty &amp; staff usage during the 2022-23 academic year.</p>
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			<p>2022-23 measurable goals in respect to increasing faculty utilization of CONNECT:</p> <ul style="list-style-type: none"><li>• Achieve a 50% increase in faculty referrals.</li><li>• Promote CONNECT by making presentations during division, department, and college committee meetings each term.</li><li>• Promote CONNECT by sending reminder emails three times a quarter (beginning, middle and towards the end)</li></ul> <p>Usage data for CONNECT during the 2022-23 AY:</p> <ul style="list-style-type: none"><li>• Total number of referrals, concerns, and kudos: 2,243</li><li>• Total number of unduplicated faculty utilization: 75<ul style="list-style-type: none"><li>○ FA22: 46 faculty; 28 departments; 82 sections</li><li>○ WI23: 31 faculty; 19 departments; 57 sections</li><li>○ SP23: 44 faculty; 27 departments; 75 sections</li></ul></li></ul>
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			<ul style="list-style-type: none"> <li>• Total number of unduplicated students served by CONNECT (does not include those part of a program or service): 359</li> </ul> <p>Ethnic breakdown of De Anza CONNECT students served during spring 2023:</p> <p>Latinx – 104  Asian – 96  White – 71  Filipinx – 32  Black – 32  Native American – 0  Pacific Islander - 3  Unknown/Declined to State – 21</p> <p>Additional data points for the 2022-23 academic year:</p> <ul style="list-style-type: none"> <li>• Overall Black, Latinx, and Filipinx students had a 52% course success rate</li> <li>• Overall, Asian, Native American, Pacific Islander, White and Declined to State had a 60% course success rate</li> <li>• Overall course success rates were 55%</li> </ul>
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			<ul style="list-style-type: none"> <li>92% of the students took online courses (asynchronous)</li> </ul>
<p><b>Populations Served and Student Equity</b> (Section 2 &amp; Section 5)</p> <ul style="list-style-type: none"> <li>Students served and trends are clearly articulated.</li> <li>Examination equity of gaps is articulated.</li> <li>Strategies for ensuring equity and inclusion are clearly defined and articulated.</li> </ul>	<p><b>Analysis of data is provided.</b></p> <p><b>Very good breakdown of analysis of students of color with regards to academic probation. Also, a more specific breakdown of the data was provided on the Latinx population.</b></p>		<p><b>Could they provide more specific data analysis on the other targeted populations?</b></p> <p>The population data provided for CAS in December 2022 pertains to the 2021-22 academic year. In response to the request, below is the specific data analysis for the other targeted populations during the Spring 2022 quarter, which aligns with the academic and progress probation data provided in CAS.</p> <p><b>Latinx:</b></p> <ul style="list-style-type: none"> <li>45% of students on academic and progress probation are Latinx</li> <li>25% of De Anza's student population is Latinx (based on FTES) – what we discovered is that for Spring 2022,</li> <li>13% of De Anza's Latinx students (486 students) are on Academic / Progress Probation</li> </ul> <p><b>Asian</b></p>

			<ul style="list-style-type: none"><li>• 23% of student on academic and progress probation</li><li>• 40% of student population is Asian (based on FTES) – what we discovered is that for Spring 2022</li><li>• 4% of De Anza’s Asian students (251 students) are on Academic / Progress Probation</li></ul> <p><b>White</b></p> <ul style="list-style-type: none"><li>• 12% of students on academic and progress probation are White</li><li>• 17% of De Anza’s student population is White (based on FTES) – what we discovered is that for Spring 2022,</li><li>• 5% of De Anza’s White students (124 students) are on Academic / Progress Probation</li></ul> <p><b>Black</b></p> <ul style="list-style-type: none"><li>• 8% of students on academic and progress probation are Black</li><li>• 3.8% of De Anza’s student population is Black (based on FTES) –</li></ul>
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			<p>what we discovered is that for Spring 2022,</p> <ul style="list-style-type: none"> <li>• 16% of De Anza's Black students (88 students) are on Academic / Progress Probation</li> </ul> <p><b>Filipinx</b></p> <ul style="list-style-type: none"> <li>• 7% of students on academic and progress probation are Filipinx</li> <li>• 6.7% of De Anza's student population is Filipinx (based on FTES) – what we discovered is that for Spring 2022,</li> <li>• 8% of De Anza's Filipinx students (77 students) are on Academic / Progress Probation</li> </ul> <p><b>Pacific Islander</b></p> <ul style="list-style-type: none"> <li>• 2% of students on academic and progress probation are Pacific Islander</li> <li>• 0.7% of De Anza's student population is Pacific Islander (based on FTES) – what we discovered is that for Spring 2022,</li> <li>• 17% of De Anza's Pacific Islander students</li> </ul>
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			<p>(18 students) are on Academic / Progress Probation</p> <p><b>Native American</b></p> <ul style="list-style-type: none"> <li>• &lt;1% of students on academic and progress probation are Native American</li> <li>• 0.4% of De Anza's student population is Native American (based on FTES) – what we discovered is that for Spring 2022,</li> <li>• 43% of De Anza's s Native American students (6 students) are on Academic / Progress Probation</li> </ul> <p><b>Declined to State/Unknown</b></p> <ul style="list-style-type: none"> <li>• 3% of students on academic and progress probation Declined to State their ethnicity</li> <li>• 0.7% of De Anza's student population is Pacific Islander (based on FTES) – what we discovered is that for Spring 2022,</li> </ul>
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			<ul style="list-style-type: none"> <li>• 17% of De Anza's Pacific Islander students (18 students) are on Academic / Progress Probation</li> </ul>
<p><b>Resource Needs</b> (Section 7, 10, 11 &amp; 12 and in the Action Steps of each area)</p> <ul style="list-style-type: none"> <li>• Staffing needs are clearly articulated.</li> <li>• Financial and other resource needs are clearly articulated (i.e., funding, facilities, equipment, etc.)</li> <li>• Department trends are clearly articulated.</li> </ul>	<p><b>Staffing needs have been clearly defined. An analysis between the staffing two years ago and now has been provided.</b></p>		
<p><b>Exploring Success Rates</b> (if applicable, in Section 2, 3 &amp; 5 &amp; OKRs and presentation)</p> <ul style="list-style-type: none"> <li>• Ways the department directly or indirectly influences student success rates are clearly articulated (if applicable).</li> <li>• Strategies to increase or maintain student success rates are clearly articulated (if applicable)</li> <li>• Alignment between student success and program goals is clearly articulated.</li> </ul>	<p><b>Nice data analyses and exploration provided on success rates.</b></p>		