

 Dept AS - (SSRS) FYE > Academic Support Assessment Unit > Program Review



Enter information for 2016-17 only. Prior years need to be entered in Word document and sent to Vice President of Student Services.



▼  Dept AS - (SSRS) FYE 

For 2017-18 Submitted by:: Jorge Morales

APRU Complete for: 2016-17

I.A.1 What is the Primary Focus of Your Program?: Basic skills

I.A.2 Choose a Secondary Focus of Your Program?: Transfer

I.B.1 Number Certificates of Achievement Awarded:

I.B.2 Number Certif of Achievement-Advanced Awarded:

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded:

I.C.1. CTE Programs: Impact of External Trends:

I.C.2 CTE Programs: Advisory Board Input:

I.D.1 Academic Services & Learning Resources: #Faculty served:

I.D.2 Academic Services & Learning Resources: #Students served: 179

I.D.3 Academic Services & Learning Resources: #Staff Served:

I.E.1 Full time faculty (FTEF): 1.8

I.E.2 #Student Employees: 4

I.E.3 % Full-time : Teaching in the program for the academic year were 7 FT faculty 81.3% and 1 PT faculty 9.3%.

I.E.4 #Staff Employees:

I.E.5 Changes in Employees/Resources:

II.A Enrollment Trends: According to the program review data for the past five years, the enrollment was reduced as a result of losing 2 cohorts and staff in 2012-13, but it has been trending up gradually over the past 3 years. In 2012-13 there was 159 unduplicated head count, in 2013-14 there as 73, and in 2014-15 there were 81. In 2015-16 there were 92 and in 2016-17 there are 102.

II.B.1 Overall Success Rate: What significant changes in student success rates have you seen in the last three years?

Based on FYE Program Review data, FYE students succeed at rates of 84%-89%, compared to non-targeted groups which succeed at rates of 76%-77%.

II.B.2 Plan if Success Rate of Program is Below 60%:



II.C Changes Imposed by Internal/External Regulations: FYE was operating 4 cohorts in 2012-13 and due to staff budget cuts it was reduced to 2 cohorts in 2013-14 and has been at 2 cohorts since and continues to operate at that level. Recently we underwent reorganization from the Student Services side of the college to Instruction under Academic Services and are currently realigning our curriculum, services, and staff to better address the needs of our targeted populations. During this reorganization we also underwent staff changes in both counseling and instruction.

III.A Growth and Decline of Targeted Student Populations: Overall Latino students comprised 90%, African American students comprised 0%, and Filipino students comprised 2%. We suspect that due to the success of the Impact AAPI Program, the Filipino/Pacific Islander student population may have decreased. We also suspect that due to the new UMOJA Program, the percentage of African American students may decrease.

III.B Closing the Student Equity Gap: There was no comprehensive program review submitted for the FYE 2013-14 year, however the course success rate of FYE students ranges between 80%-90% from 2012-15.

The course success rates for targeted ethnic groups in the FYE program was 89%, while course success rates for non-FYE targeted groups was 70%.

III.C Plan if Success Rate of Targeted Group(s) is Below 60%:

III.D Departmental Equity Planning and Progress: In 2014-15 FYE had 84% success for targeted groups, compared to the 81% for non-targeted groups, campus wide.

In 2015-16 FYE had 89% success rate for targeted groups compared to 75% for non-targeted groups campus wide. In 2016-17 FYE had 89% success for targeted groups, compared to 81% for non-targeted groups campus wide. (FYE Program Review Data 3/20/2018)

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): In compliance with SSSP mandates, FYE students will develop a minimum 3 quarter comprehensive student educational plan, which provides a path to transfer to a four year college or university. To date FYE has achieved an 99% success rate in completin

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): As stated in the FYE Program review data, the FYE course success rate in 2013-14 was 84%. In 2015-16 the FYE course success rate was 89% and in 2016-17 the FYE course success rate was 89%.

V.A Budget Trends: FYE B budget request is pending and has in the past been maintained through basic skills funding, student equity, DASB, and SSRS B budget. Faculty teaching and coordinating in the program are receiving additional pay for planning and coordination funded by student equity funds.

V.B Funding Impact on Enrollment Trends: The program has full reliance on other state funding sources and if these sources are cut, the program would no longer be sustained. As noted in the program review data, FYE enrollment decreased by 50% while the need continues to grow as evidenced by our program interest form. It is our hope that we can return to our original enrollment of 4 cohorts of 25-30 students per cohort.

V.C.1 Faculty Position(s) Needed: Growth

V.C.2 Justification for Faculty Position(s): To continue to close the equity gap for targeted

groups, cohort programs have proven success at or above those of non-targeted students.

See college student equity plan for success data.

To ensure success in our course cohort, faculty must coordinate curriculum. A faculty coordinator is needed to recruit across disciplines to identify faculty, coordinate curriculum and common course readers, and provide instructional support through weekly meetings or in services with the FYE team.

V.D.1 Staff Position(s) Needed:

V.D.2 Justification for Staff Position(s):

V.E.1 Equipment Requests: Under \$1,000

V.E.2 Equipment Title, Description, and Quantity: A color printer for program flyers, events, activities, recruitment, and program

V.E.3 Equipment Justification: • I currently do not have a colored printer, so I constantly have to ask other colleagues if they can print out documents I need in color. I need to print color documents at least once a week for various FYE activities, events, or class assignments.

- I will use this printer, along with my 3 other SSRS colleagues.
- Creativity would be more infused in course assignments as well as event and activity outreach.
- There is no current life expectancy in the current equipment because there isn't one.
- Some of the events FYE will promote using this equipment consists of social justice and civic engagement. Also, this will allow my course curriculum to be more innovative and creative.

V.F.1 Facility Request:

V.F.2 Facility Justification:

V.G Equity Planning and Support: FYE serves First Generation College students, many of which are low-income (92% receive some form of Financial Aid). They have not had the privilege to visit college/university campuses out the local area. A tour of universities in southern California will afford them the opportunity to expand their college going options and learn more about financial resources available to them.

Providing faculty compensation, since the program spans across several disciplines and divisions, it would be important for faculty to consult, create, and evaluate student outcomes for success.

V.H.1 Other Needed Resources: There is a strong need for peer mentors to assist with assignments, student hood skills, and academic support for new and continuing students.

V.H.2 Other Needed Resources Justification:

V.J. "B" Budget Augmentation: A budget of \$10,000 would allow programming, university visits, cultural performances pertaining to curriculum, and guest speakers such as authors and activists.

First generation college students from targeted populations would have access to academic opportunities, career exploration and options, as well as career industry visits.





FYE fulfills De Anza's mission by engaging students in creative work through culturally responsive curriculum across several disciplines. In addition to providing leadership and community engagement opportunities.

V.K.1 Staff Development Needs: Attending Conferences including but not limited to On Course training, NCORE, men of color initiative, RP group student success conference, and ensuring transfer success (ETS) and Reading Apprenticeship.

V.K.2 Staff Development Needs Justification: In order for faculty to stay current in our disciplines, and to develop and implement best practices, it is essential for the FYE team to attend if they are to close the equity gap.

V.L Closing the Loop: We will gather and compile the following outcomes:

1. Course completion of developmental courses and timeframe
2. Persistence, retention, and graduation rates.
3. Assessment of institutional core competencies.
4. Develop and revise FYE PLO's and SLO's in conjunction with the FYE team.

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