De Anza College Student Success Center

Program Review – Annual Update Form (due to Michelle 1/16/25)

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).**

    No specific feedback. Commendations in all areas.

2. **Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review [submissions](#))**
    *   Personnel
        *   Administrative Assistant II resigned in September 2024. Position expected to be filled Winter 2025.
    *   Budget
        *   Loss of DASG funding after 23-24 (24-25 = $0; 23-24=$45,535; 22-23=$82,224; 21-22=$82,224, 20-21= $101,520).
        *   5-year $1M COVID Recovery Block Grant ($200K/year) allocated to replace DASG funding began F23 and ends S28.
        *   Urgent need to find another stable source to fund student tutor salaries when COVID Recovery Block Grant ends.

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).**

    Goal 1: Increase SSC participation among students from disproportionately impacted groups.

Ethnic Code	% DA Enrolled in SSC Subjects*	% of SSC Users for SSC Subjects	% Difference
A=Asian	43.0%	45.9%	2.9%
B=Black	2.6%	2.8%	0.2%
H=Latinx	15.4%	13.5%	-1.9%
P=Pacific Islander	0.4%	0.1%	-0.2%
T=Two or more	14.8%	11.8%	-3.0%
W=White	16.1%	13.4%	-2.7%
X=Decline to state	7.7%	12.5%	4.7%

* Note: SSC high demand tutored subjects include ACCT, BIOL, CHEM, ECON, ENGR, ESL, EWRT, LART, MATH, PHYS

Per the table, SSC users closely mirror the De Anza enrollment demographics in the courses that are highly supported and are most in demand. We would like to continue our efforts to increase DI student participation, guided by data differences and equity gaps in course success.

Activities showing progress on Goal 1 include:

- Partnered with IRP to train SSC staff on "Course Success with Disproportionate Impact" tool for targeted outreach.
- Supported Umoja, Impact/AAPI EWRT 1A cohorts with Customized Support Activities–class presentations and close communication with instructor and counselors resulted in higher usage for those cohorts.
- Engaged SSC staff in discussion of De Anza IRP report "Belonging, Civic Capacity, Basic Needs and Mental Health Survey, Spring 2024."
- Attended Partners in Learning sessions on DI groups, resulting in clearer focus and targeted outreach to students in courses with largest equity gaps.
- Promoted professional development for peer tutors, including Pride Center LGBTQ+ training.
- Developed "pipeline" from targeted cohorts and courses to recruit students from DI groups to become tutors.
- Implemented targeted outreach (beginning W24) to students who withdrew from courses served by SSC to encourage retaking class with tutoring support.
- Continued coordination and collaboration with De Anza CONNECT to reach referred students and those on academic probation.

Goal 2: Build infrastructure to improve SSC communication and outreach.

Activities showing progress on Goal 2 include:

- 24-25 DASG request to fund SSC communication/marketing student position (not funded, but request led to productive conversations with DASG) .
- S24 & F23 Week 10 Finals Study Jams with free pizza increased SSC visibility, with almost 200 unique students attending each event.
- Beginning W24, targeted outreach to students who withdrew from classes served by SSC to encourage them to retake the course with tutoring support.
- Designed new SSC bookmarks and flyers with QR codes.
- Expanded tutor participation in SSC tabling at campus outreach events.
- SSC Resources Canvas is updated regularly with vetted resources.

- Partnered with De Anza CONNECT to train employees on referrals and peer tutors on self-referrals for students.

Goal 3: Develop and expand integration of SSC support with classroom instruction.
- F23 Revamped/Re-Launched Customized Support Activities for all students enrolled in EWRT 1A+LART 200 corequisite "bundle" sections.
- Supported AB1705 funded Embedded Tutoring for four sections of beginning ESL. Planning, faculty training workshops, tutor training.
- Targeted Skills workshop scheduling for engaged faculty.
- Submitted personnel request for supplemental and peer embedded instruction coordinator.

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**.

   N/A

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?**
   - Vibe Board (requisition order in progress) will allow hybrid delivery of SSC workshops and group tutoring.
   - Instructional Support Coordinator for Peer Assisted Learning (S24 Personnel request ranked low priority.) While we have been able to implement limited embedded tutoring for ESL and several other courses, we do not have the capacity to fully scale-up this high-impact practice without the requested position.

6. **How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?**
   - Instructional Support Coordinator for Peer Assisted Learning (S24 Personnel request ranked low priority.) Much-needed support for equitable implementation of AB 705/1705 and to help close equity gaps across campus. Many other campuses have used AB1705 funding for embedded tutoring and coordination in corequisite courses for math and English and other high-enrollment, high-equity gap courses. Research on supplemental instruction,

collaborative study groups, embedded tutoring and other peer-assisted learning models shows deeper understanding of course content, clarification of assignment requirements and completion of coursework, as well as non-cognitive benefits such as greater sense of belonging to the academic community, increase in self-efficacy, sense of purpose, metacognitive thinking, and peer cooperation. Benefits extend to faculty professional development, as participating instructors become oriented to the role of peer learning, share best practices and implement more student-centered approaches, shifting norms toward campus-wide responsibility for holistic student support.

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)	LRNA 97 SLO: Plan and conduct tutoring sessions using student-centered communication strategies
Method of Assessment of Learning Outcome (please elaborate)	Assignment #8 Video Tutoring Process Reflection. Students record a tutoring session, from beginning to end. They then reflect on this session themselves and review the session with their assigned senior (mentor) tutor. Senior tutors submit a rubric after reviewing the video with tutors. Assessment is based on tutors' self-reflection and senior tutors' assessment rubric.
Summary of Assessment Results	Review of 14 self-reflections and senior tutor assessments reveal frequent use of trust-building, active listening, positive feedback, and intentional pacing of session based on student needs. While many tutors demonstrated explicit planning and wrap-up for their sessions, others did seem to set clear and

	realistic goals for their sessions and allow time for students to summarize, reflect, and celebrate what they accomplished.
Reflection on Results	Goal setting, realistic agendas, and time management during sessions remain challenging for new tutors. They need more guided practice on strategies for beginning and ending sessions.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Developed classroom activity to brainstorm language for planning and concluding sessions, then applying these approaches in role-plays related to various tutoring scenarios.

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

8. Dean Manager Comments:

I commend the team at the Student Success Center for their dedicated efforts this year, particularly in the face of budgetary constraints and staffing challenges. The initiatives to increase participation among disproportionately impacted students have shown promising engagement metrics, which reflect a positive movement towards our institutional equity goals.

The detailed planning and execution of outreach and support activities, such as the targeted training sessions with IRP and partnerships with various campus programs, have been pivotal in these achievements. Furthermore, the persistence in seeking funding avenues and adjusting strategies in response to budget cuts demonstrate a proactive and resourceful management approach.

It is imperative, however, that we continue to seek sustainable funding sources to maintain, if not expand, the level of support services offered by the SSC as the COVID Recovery Block Grant concludes. The anticipation of future needs and the early planning for financial sustainability are crucial to avoid any disruption in services.

The lack of approved funding for key positions, notably the Instructional Support Coordinator, is concerning. This role is essential for scaling high-impact practices that directly contribute to closing equity gaps. I recommend prioritizing this request in the upcoming budget discussions to ensure that we can fully capitalize on the successful programs already in place.

Overall, the SSC's strategic and thoughtful approach to enhancing student support aligns well with our college's mission and the broader goals of equity and inclusion. As we move forward, I encourage the continuation of these efforts with an increased focus on securing the necessary resources to support our students effectively.