De Anza College - Academic Services Comprehensive Program Review
A. Department Information
Mission

Please enter your department's mission statement here.

> The Student Success Center engages students of all backgrounds in inclusive, peer-based teaching and learning that promotes community, development, and leadership, empowering students to build direction, focus, and confidence to achieve their goals.

How does your program mission statement relate to the mission, vision and values of the college? (https://www.deanza.edu/about-us/mission-and-values.html)?

> The SSC mission aligns with De Anza's mission vision and values, mirroring the language of inclusion, engagement, community, leadership as students pursue their goals. We adapted the wording to our specific area of service, and incorporated concepts from RP Group research on student success factors.

Program Goals

Enter 1-3 goals for your program to be achieved by spring 2027. Each annual reflection will ask your program to report on progress in meeting your goals. Each goal should be aligned to your programs's mission and the college mission. All resource requests and personnel requests should be aligned with your program's goals.

Goal title	Goal description	Responsible parties	Collaboration with	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Increase SSC participation Among Students from Disproportionately Impacted Groups	Actively recruit, cultivate, involve and and engage students from disproportionately impacted (as defined in Equity Plan) groups in the Student Success Center community in various roles, including peer tutors and other student employees, tutees, workshop participants, and contributors.	SSC Co-Directors, SSC Program Coordinators, and SSC Student Employees	Institutional Research to analyze demographics of SARS data. Department faculty to cultivate, recruit and recommend potential student tutors from DI groups, and to integrate SSC support into classes; Faculty, counselors and staff in programs including First Year Experience, IMPACT AAPI, LEAD (Latinx Empowerment at De Anza), MESA, MPS, Pride Center, LGBTQ+ Learning Community, Puente, Summer Bridge and Umoja and more to collaborate closely with the SSC, encourage participation and help us identify and cultivate potential tutors; campus affinity groups, and counselors who have a strong understanding of the challenges faced by students in disproportionately impacted groups.	Review demographic breakdown of SSC participants (SARS) and tutors hired (payroll) over time to track the increase in participation among students in disproportionately impacted groups, in the context of demographics of the college and the courses and departments served. Survey SSC participants and non-participants from targeted groups and compare responses over time. Document and track direct outreach efforts and increased collaboration with faculty, programs and groups.	Review of demographic breakdown of SSC participants (SARS) and tutors hired (payroll) over time shows increase in participation among students in disproportionately impacted groups, in the context of demographics of the college and the courses and departments served. Tracked responses to surveys of potential SSC users from targeted groups (participants and non-participants) over time show increase in engagement. Documented increase of direct outreach efforts and increased collaboration with faculty, programs and groups.
Build Infrastructure to Improve SSC Communication and Outreach	Leverage student talent and energy to reach out directly to students in-person and through social media, video, graphics, email, Canvas and other marketing and communication strategies.	SSC Co-Directors and Program Coordinators, SSC Student Employees	Office of Communications, Outreach, DASG, ICC, Film/TV, etc.	Regular analysis of communication metrics. Surveys to determine how students heard about the SSC and what prompted them to participate. Focus groups and surveys to determine effectiveness of	Surveys and analysis of communication metrics show increased awareness, usage, and engagement in SSC programs.

					communication strategies.
Develop and Expand Integration of SSC Support with Classroom Instruction.	Build sustainable infrastructure to develop and expand on successful academic support models such as Customized Academic Support, Supplemental Instruction, and Embedded Tutoring that integrate support into curriculum and teaching. Note that progress and achievement of this goal depends on factors largely beyond SSC control, including increased staffing levels to coordinate programs, funding to pay tutors, productive collaboration and participation of faculty, and leadership of department chairs and division deans.	SSC Co-Directors, Faculty, Department Chairs, Division Deans	Department faculty, department chairs and division deans (PSME, LA, SSH, BHS, and BCSAT)	Attainment of sustainable infrastructure needed: SI/Embedded Tutoring Coordinator position, funding. Documented productive collaboration between SSC and department faculty, chairs, and division deans.	Implementation of sustainable programs that result in sustained increased number of faculty, classes and students engaged in integrated academic support.

Changes Imposed by Internal/External Regulations/Factors

Are there factors unique to your program that may affect your ability to serve students and employees that people should be aware of? (e.g., program reorganization, loss of personnel, legislative mandates, etc.)

Hybrid Delivery: In an effort to provide convenient access and reach as many students as possible, the SSC began offering both remote (Zoom) and on-campus services in 22-23. For 23-24 we expanded access to include simultaneous remote and on-campus services four days/week, with remote-only on Fridays. Staffing and supervising in two modalities at the same time puts great pressure on staff. If one member is out, the others are stretched very thin to ensure coverage, and have less time for important but less urgent work such as outreach, mentoring, program development etc.

Requests from Departments: We appreciate that departments value tutoring and include it in their lists of actions to improve student success and close equity gaps. But developing, expanding, integrating and sustaining academic support cannot happen without strong department leadership and close collaboration between the department and the SSC. Departments may also underestimate the time needed to communicate with faculty and gain their buy-in as well as the coordination staff time needed to recruit, hire, onboard, schedule, train, mentor, monitor and supervise peer tutors student employees.

Budget: Funding to pay student tutors has been unstable, and has not increased to match increases in student salaries, though the situation has improved for AY 2023-24 through 2028-29. Prior to 2023-24, SSC funding for tutors came from three sources: College B-Budget, SEAP, and DASG. In 2023 DASG cut our allocation, arguing that the college should pay for tutoring, as it was a service essential to the college. At the end of Spring 2023, President Holmes announced that the SSC would receive annual funding for five years from COVID retention funds. This funding reduces our dependence on DASG in the short term. Continuing sources must be found for AY 2028-29 and beyond.

B. Populations Served
Provide details on the ways in which faculty are served indirectly.

1. Report the number of faculty served indirectly (e.g., opening day presentations, assisting all faculty with Canvas, providing all faculty with access to research materials, etc.) over the full academic year (summer, fall, winter, spring).

2. How does this rate compare to rates in prior years?

3. What trends is your department seeing in regard to the ways in which it is serving faculty indirectly?

1. Each year, we indirectly serve all De Anza faculty members as we offer a service for all students. In 2022-23, 368+ faculty members were served indirectly more explicitly than others because we offer direct support for their students in their specific courses, including many in LA, PSME, ICC, SSH, BCSAT.
2. The rate fluctuates each year based on the college's financial position, course offerings, enrollment, and number of faculty employed.
3. With more in-person participation we are reaching more students, thereby, serving more faculty. Below are the ways we indirectly and directly serve faculty:

- Academic services to all students, regardless of course enrollment, in:
  - Academic, college and life skills development

- Business and social science skills development
- Conversational and communication skills development
- Math, science, and technology skills development
- Writing, reading, and grammar skills development

- Integrating SSC services into the curriculum for LART 250 and EWRT 1A corequisite courses has increased student and faculty participation with SSC.
- Presentations at opening days and other departmental and divisional meetings throughout the year where faculty participation is mandated.
- Outreach for them to include SSC services in their syllabi and websites.
- Outreach to schedule in-class visits and SSC area tours with SSC employees and tutors to share academic support service offerings.
- A safe and welcoming environment for office hours in our SSC areas.
- Tutor training and on-going training to peer tutors supporting their students.
- The Annual All-Peer Equity Conference to student employees across all departments, ensuring that high-impact practices are being used with peer-to-peer engagement.
- Information to students about their disciplines, programs and careers.
- SSC engages students in culturally responsive practices, promoting belonging and building students' confidence.
- SSC stays current on discipline-specific high-impact educational practices that impact success, retention, and attrition rates.
- SSC, including tutors, collaborate with faculty in discipline-specific professional learning communities, workshops, and conference presentations.

Provide details on the ways in which faculty are served directly.

1. Report the number of faculty served directly (e.g., small group trainings, one-on-one trainings, etc.) over the full academic year (summer, fall, winter, spring).

2. How does this rate compare to rates in prior years?

3. What trends is your department seeing in regard to the ways in which it is serving faculty directly?

1. We work directly with ~125 faculty, formally and informally throughout the year. Examples include the 25-30 English department faculty who attended a training session for Customized Support Activities, the ESL instructors who consult with the Listening and Speaking Center, and the English department faculty liaison who met with WRC staff for 15+ hours to revamp CSA.
2. The rate fluctuates based on the college's financial position, course offerings, number of faculty employed, and number of newer hires.
3. Please see above (*3. What trends is your department seeing in regard to the ways in which it is serving faculty indirectly?*) for how we directly and indirectly service faculty.

In addition, we have seen trends in faculty willingness and interest in working directly with the SSC. Language Arts and newer faculty are more engaged in collaborating on program development and structuring participation in support programs into their teaching. We are pursuing math and science faculty to adopt department/division-wide initiatives that incorporate academic support services into the curriculum, although we have individual faculty participating, with promising results.

Provide details on the ways in which students are served. If applicable.

1. Report the number of students served over the full academic year (summer, fall, winter, spring).

2. How does this rate compare to rates in prior years?

3. What trends is your department seeing in regard to ways in which it is serving students?

4. Provide details on the ways in which your department provides services to students.

1. 2022-23 SARS data: ~6,000 unique users with ~18,100 visits
2. With remote learning there was a dip in users and visits, but we are now seeing an increase in remote and in-person visits.
3. Of the ~18,100 visits in 2022-23, 80% were remote and 20% were in-person. (The ratio changed in 23-24.)
4. The SSC consists of the Academic Skills Center, General Subjects, Listening & Speaking Center, Math, Science & Technology Center, and the Writing and Reading Center. See https://deanza.edu/studentsuccess/ for details.

Our centers provide the following services on-campus and via Zoom.

- drop-in, weekly individual, and group tutoring for most subjects
- peer tutoring and mentorship
- skills and discipline-specific workshops
- academic, college and life skills development
- business and social science skills development
- conversational and communication skills development
- math, science, and technology skills development
- writing, reading, and grammar skills development

- advising and referrals to services; peers are trained to refer with dignity to Basics Needs Resources, Disability and Support Services, Financial Aid, HEFA and undocumented student resources, etc.

In addition to services, the SSC is the largest student employer in the FHDA District, providing three tutor training classes for group tutors, math and science tutors, and writing and reading tutors in the SSC, MPS, and now MESA programs. Our peer employment positions provide students with professional development, campus and community connections, and leadership opportunities.

The SSC provides a safe and welcoming environment with resources (computers, whiteboards, manipulatives, textbooks, technological resources, etc.) to support students' learning, including small and large gathering spaces.

We work closely with other departments across the campus to ensure that students are connected to people from other student support services and programs.

Provide details on the ways in which staff are served. If applicable.

1. Report the number of staff served over the full academic year (summer, fall, winter, spring).

2. How does this rate compare to rates in prior years?

3. What trends is your department seeing in regard to ways in which it is serving staff?

4. Provide details on the ways in which your department provides services to staff.

1. ~40
2. Fairly similar.
3. The pandemic has brought us to partner with other areas to address students' newer needs, such as food insecurities, mental health, technological needs, etc.
4. The SSC collaborates closely with staff outside the department to bridge students to services, partnering on marketing and outreach efforts and events, including the annual All Peer Equity Conference. Departments include Counseling and Advising, DSS, EOPS, Office of Equity, Financial Aid, Food Pantry, Student Health Services, HEFA, ISP, Library, Men of Color Community, MESA, MPS, Online Education, OTI, Office of Outreach, Psychological Services, SSRS, Veteran Services and VIDA, The SSC also refers student to employment in departments recruiting tutors, such as, Athletics, MESA, MPS, etc.

Employee Needs

1. What are staffing needs of your department to ensure the program's health, growth and vitality?

2. What strategies does your program have in place to ensure faculty, staff and students are being supported when faced with the current staffing ratios?

2. How do these strategies align with your program's mission and goals?

1.Staffing in the SSC continues to be a challenge. In Spring 2019, the SSC lost its Skills Program Coordinator position that coordinated Adjunct Skills supplemental instruction and workshops. This classified position was one of the six eliminated to meet the college's budget reduction target. The result was the elimination of Adjunct Skills, the supplemental instruction/group tutoring program that served mainly SSH, BHS, and BCSAT divisions. As described above, we receive many requests and our goals are to expand outreach and integration of our services with classroom instruction, but our current staff is stretched thin as we cover simultaneous in-person and remote modalities.

We plan to submit a *New Classified Staff Request Justification* for a Supplemental Instruction/Embedded Tutoring Coordinator. We need this position to ensure our program's health, growth and vitality, and enable us to achieve our Goal #3 "Develop and Expand Integration of SSC Support with Classroom Instruction."

2. Current SSC staffing consists of 1 Supervisor Co-Director, 1 Faculty Co-Director, 1 Administrative Assistant and 6 Instructional Support Coordinators. Offering services both remotely and on-campus prioritizes access for students in all our areas. We have addressed this with careful staff scheduling. Challenges remain, however, especially when one or more members of the team is out. We will continue to monitor the well-being of our team and evaluate our capacity to offer these services, and make adjustments as needed.

3. Our mission is to engage students of all backgrounds in inclusive, peer-based teaching and learning and build community. We prioritize students needs, and want our programs be accessible and convenient both for students who are on campus as well as for students who cannot be on campus due to work, family, transportation and other factors.

Exploring Course Success Rate Trends

1. Describe how your department directly or indirectly influences student success.

2. What strategies does your department have in place to increase or maintain current success rates?

3. What strategies might be helpful in closing any gaps in successful course completion by ethnicity, if applicable?

4. How do student success outcomes align with your program's mission and goals, if applicable?

1. The SSC directly impacts student success supporting students' academic as well non-cognitive needs. SSC participants experience increased success and retention rates compared to non-participants. Peer tutors gain leadership, reinforce content skills, and have high success rates. Many students tell us they have little to no personal interaction with their classmates, or even with their instructors, and some say they would have dropped their class if it had not been for tutoring. When students connect personally with peer tutors, share challenges and strategies in workshops, and become tutors themselves, they feel nurtured, connected and valued.

2. The SSC promotes discipline-specific high-impact educational practices that impact success, retention, and attrition rates. SSC engages students and peer tutors in culturally responsive practices, promoting belonging and building students' confidence. Peer tutors also collaborate with faculty in discipline-specific professional learning communities, workshops, and conference presentations. After AB705/1705 we worked with English faculty to develop Customized Academic Support for co-requisite classes. If similar approaches are implemented across other disciplines (i.e. math, science, business, accounting, etc) we believe that success and retention would increase in those disciplines as well.

3. We engage students in culturally responsive, high-impact educational practices. Tutors train in culturally responsive approaches and communication. Our webpages feature diverse individuals for every heritage month. We provide culturally responsive workshops and high impact practices for students who may not get these practices in the classroom. We deliver and promote professional development that focuses on culturally responsive and sustaining pedagogies, STEM identity and belonging and on-going professional learning communities.

4. We strive to engage students of all backgrounds in inclusive, peer-based teaching and learning that promotes community, development, and leadership, empowering students to build direction, focus, and confidence to achieve their goals. Our work embodies the Student Success Factors.

E. Assessment Cycle

Administrative Unit Outcomes (AUO) Assessment Cycle

1. Summarize the dialogue that has resulted from AUO assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the AUO assessments conducted?

3. How do these strategies align with the program's mission and goals.

Our program-level outcomes are "students will express a more positive attitude toward the subject they are studying, use effective learning skills, and improve their academic performance."

Based on workshop evaluations and feedback from students who participate in tutoring we know that students benefit greatly from the personal connections they make with each other and with SSC staff.

At our bi-weekly staff meetings we share strategies to expand our reach and build connection and trust with students. Our outcomes are most affected by the quality of our tutors, so we continually refine tutor training and mentoring. Supervisors and senior tutors promote approaches such as "connection before content" and "help the student, not the assignment." We coach tutors to use student-centered learning strategies, empathy, reciprocity, and kindness to build students' confidence and motivation as they help with course content.

2. Based on feedback from students, we created several new student-led workshops including "Campus Connections and Resources," "Building Community at De Anza." We have also developed more systematic practices for supervising, mentoring, and building community among peer tutors.

3. Our mission to engage students of all backgrounds in inclusive, peer-based teaching and learning that promotes community, development, and leadership, empowering students to build direction, focus, and confidence to achieve their goals aligns with the specific strategies offering workshops specifically designed to connect students to each other in engaging workshops and high quality tutoring.

Dean/Manager Comments

The Student Success Center is an integral part of the students' learning experience providing tutoring in both the center and embedded is classes across the campus. There is an expressed need from the campus to increase embedded tutors however there are no staff members available to take on the added duties associated with the effort to coordinate. It is also an expressed interest of the campus community to provide professional development for faculty for the utilization of embedded tutors within their courses.

The co-directors do an excellent job of providing holistic training for the tutors that is based in equity-minded practices, engaging in culturally relevant, high impact practices and strategies. Peer engagement and peer-to-peer trainings are conducted that not only broaden the knowledge base for student employees but also reinforces their skills and abilities and provides them a platform for enhancing and advancing their knowledge and experience.

Funding continues to be a concern for the Student Success Center. This academic year they were awarded additional funding to be disbursed on the next five years however the center has realized reductions in historical budget allocations which is a netted balance to the funding they have at their disposal. With an increased demand for embedded tutors and the support required will additional budget considerations.

Additionally, it would be advantageous to have software in the center that would allow for tracking students engagements with the tutors to establish a correlation between the different services students take advantage and their success, retention and persistence rates.

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This form is completed and ready for acceptance.