

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name: First Year Experience (FYE) Program, Student Success & Retention Services (SSRS)
2. Name of individual(s) completing the form: Jorge Morales, FYE Counselor & Coordinator
3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

In the feedback form, it was recommended to identify additional resources to help achieve updated goals. One of the goals was to ensure that our first-year students completed their matriculation steps. Additional resources needed to ensure students complete these steps include continued funding for our FYE Orientation and Summer Bridge. Funding for additional summer hours for more one on one counseling appointments for the incoming FYE students beyond our allotted 120 counseling hours for summer would also be very helpful in assisting FYE students in completing matriculation steps.

4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

There are two major changes that have occurred since I last submitted the program review. The first is the lack of an FYE Co-Coordinator. Since FYE began, over 15 years ago, there have always been Co-Coordinators which consisted of a counselor and an instructor. This year is the first time that there is no instructor co-coordinator due to our Co-coordinator deciding to step down. I am the counselor and sole coordinator. Another change is that Environmental Science is no longer offered as one of the cohort classes and instead has been replaced by Introduction to Chicax Studies. The lack of a co-coordinator has impacted the program so far this year by having less weekly meetings and a much heavier workload on me, the counselor, since the faculty co-coordinator was usually in charge of setting up the faculty weekly meetings as well as helping plan the FYE Orientation in the summer and help during summer bridge. The Co-coordinator position is filled by 1 course of reassigned time for the entire year. Past Co-coordinators have expressed the desire to have two courses of reassigned time. If this change were to happen, I think it would be much easier to recruit a co-coordinator.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
<p>Matriculation steps (registration, FAFSA completion,</p>	<p>For the students to complete the following matriculation steps:</p> <ol style="list-style-type: none"> 1.Ensure that they have the earliest possible registration date and understand how to get it. 2.Choose GE courses and how to use assist.org to find major prerequisite courses. 3. Complete the financial aid process to its entirety. 	<p>FYE Students, FYE Coordinator and FYE instructors</p>		<p>Student surveys</p> <p>Priority Registration Group</p> <p>COUN 5 assignment —GE worksheet and Assist.org worksheet</p> <p>Fin Aid App and Bill Payment link in Student's MyPortal</p>	<p>Priority Registration Group: students should have a registration group no later than Group 3</p> <p>COUN 5 assignment —GE worksheet and Assist.org worksheet; completion of the assignment</p> <p>Fin Aid App: check for outstanding To Do items</p> <p>Bill Payment link in Student's MyPortal: check for balance due on their accounts</p>	

<p>Collaborations with other SSRS programs</p>	<p>The FYE program has various events and field trips throughout the school year, but this goal is to collaborate with other SSRS and non-SSRS programs.</p> <p>Collaborating is important because it adds to the student experience by helping students build community both within De Anza College and in the SSRS Programs. It is important to build connections and community with various students and organizations on campus as studies show that students</p>	<p>FYE Counselor</p>	<p>We have collaborated with Umoja, the Pride learning community, Puente, and IMPACT AAPI. In addition, we have also collaborated with the MPS and MESA Programs.</p>	<p>I will plan at least one event/field trip with at least one other SSRS program</p>	<p>I will assess my goal by having at least 3 planned event/field trips with another program as well as a short survey for the students asking them about collaborating with other programs and how it's impacted them.</p>	<p>After the success and collaboration of the Southern California College Tour between multiple SSRS programs, FYE collaborated on 1 event with Puente last year and 1 field trip with Umoja and the Pride to UC Berkeley and UC Davis.</p>
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	are more successful in college when they have a strong sense of community .					

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

My goals are not changing so I will not be adding anything in this section.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?

7. Describe the impact to date of previously requested resources (personal and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

In the Program Review we asked for increased additional pay and/or release time, or PGA for maintaining program vitality and faculty morale. We did not receive any of this. Needless to say, this has impacted our program pretty significantly. The biggest impact has been the loss of our Program Co-coordinator. While I take pride in being able to coordinate the program on my own this year, I can honestly say this has been busiest I have ever been as the coordinator for the program. I am ok with being a stop gap this year but I will definitely need a co-coordinator next year as I am working way beyond my hours as single coordinator this year. If the additional pay

was significantly higher or more release time was offered for the co-coordinator position then there would be more faculty interested in being the faculty co-coordinator. In addition, recruiting more ENGL faculty to teach in the program has gotten more difficult for the same reason. Simply put, we are just not incentivizing enough for instructors to teach for the program.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

All of the students in FYE are disproportionately impacted students so they have all been impacted by this; Particularly this year because I don't have a co-coordinator. In past years, Alicia De Toro has been the Co-coordinator so I've had much more help with FYE events like, campus tours, field trips, the FYE Orientation, and summer bridge. With her help and support, it allowed me more time to meet with students one on one. Also, Alicia had taken on the role of hiring and training FYE peer mentors to help support the program and first year students. This year I did not have the capacity to hire and train FYE peer mentors which also has made all of our events much more for me. These peer mentors also have really helped with orienting our first year FYE students when I wasn't available. Needless to say it has really impacted my students this year.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or 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. 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)	PLO: First-year students will acquire college-level writing and analytical skills, and will make progress towards educational goals including transfer to four year university and/or completion of an AA or AS degree or certificate.
Method of Assessment of Learning Outcome (please elaborate)	Course completion rates across all cohort classes DegreeWorks to track progress of GE completion (percentage of completion on DW audit) Completion rates in COUN 5 course where students learn about GE Patterns and 4-year transfer.

Summary of Assessment Results	Course completion rates across all cohort classes was 96%. Out of 64 students in my COUN 5 class, I had 3 students drop which equals 95% of course completion. Since all of the classes taken with the cohort were either transferable, GE requirements or English writing classes, they all contributed to the PLO.
Reflection on Results	Last year's course completion results were 84% which is still a good number, but it was significantly higher this year. Some of the things I did differently was have a little more continuity with the English instructors. For example, last year one of the cohorts had two different English instructors that were new to FYE, whereas the other cohort had the same English instructor for both EWRT 1A & EWRT 2 and this ENGL instructor had been teaching for the program for 5 years and her cohort's completion rates were higher than the other cohort. This year, we did have one new ENGL instructor, but he had previously taught for the FYE Program. The other ENGL instructor was the same as the prior year. Another thing I did differently was combine the two cohorts into one COUN 5 & CLP 5 classes. This allowed me more time throughout the school year to meet one on one and in small groups with my students and do better follow up with their other classes.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	One additional strategy to be implemented was to assess progress towards completing educational goals of transferring and/or earning an associate degree by tracking the degree works auditing tool. Using degree works, I can find out the percentage of classes the student has completed toward their academic goal. This year my goal is to have all of my first year students to have completed at least 30% of their educational goal on degree works by the end of spring quarter 2026. I will do this by looking up all of my students' progress manually on degree works at the end of spring quarter.

Please email this form to your dean/manager.

10. Dean Manager Comments:

This program review highlights both the continued strengths of FYE and the real challenges the program is facing due to staffing limitations this year. I appreciate the transparency in documenting how previous RAPP feedback has been used, particularly around the need for additional resources to support first-year matriculation steps such as expanded summer counseling hours and stable funding for orientation and Summer Bridge. This past feedback led to a small pot of funding set aside to support summer overload for program specific counselors, including FYE.

This update also makes clear the significant operational impact of no longer having a faculty co-coordinator for the 25-26 academic year. The shift to a single coordinator role has understandably reduced weekly coordination meetings and increased workload in areas such as faculty collaboration, peer mentor hiring, event planning, summer programming, and one-on-one counseling. This has direct implications for how well the program can sustain the high-touch, relationship-based support that FYE is known for. I would clarify that while the Associate Dean is happy to provide logistical support to bring on a new co-coordinator, identifying a viable

faculty member that the team would be comfortable working with—either because they have a background in supporting learning communities or have worked directly with FYE—remains with the Counselor for the program. Nevertheless, urgency is heard and considered.

I hold gratitude for the FYE Counselor's dedication in carrying an expanded workload this year to prevent disruptions in service. As we move into the next planning cycle, I will support elevating the resource needs outlined so that FYE can continue to thrive and serve as a strong on-ramp for first-generation and other disproportionately impacted students.

11. Vice President/Associate Vice President Comments:

The First Year Experience Program continues to be a cornerstone of student success and retention for first-generation and disproportionately impacted students. High course completion rates and strong progress on matriculation goals reflect the effectiveness of the cohort model, integrated counseling, and close collaboration with instructional faculty. However, the absence of a faculty co-coordinator has placed unsustainable strain on the program's sole coordinator and has reduced capacity for summer bridge, orientation, peer mentor training, and high-touch student support. Restoring the faculty co-coordinator role with adequate reassigned time is essential to sustaining program quality, strengthening student engagement, and preserving FYE's proven impact on persistence and completion.