De Anza College

Program Review – Annual Update Form – Fall 2025

1. **Department/Area Name:** Student Success Center, Equity & Engagement Division

2. **Name of individual(s) completing the form:** Diana Alves de Lima & Melissa Aguilar (with staff meeting consultation from SSC Coordinators & Admin Assistant)

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).**

We've used RAPP's feedback to strengthen both our assessment practices and the clarity of our reporting. We appreciated the Winter 2025 APRU commendation noting that our progress on goals was "clearly articulated," and we took seriously the request for stronger quantitative and comparative data on service usage and student demographics. This year's APRU includes more year-to-year comparisons and clearer distinctions between new activities and expansions of ongoing efforts. We are also continuing to build systems that allow us to evaluate progress and obstacles more effectively over time.

We would like to note that data collection, tracking, and disaggregation remain quite labor-intensive. There have been conversations with IRP and ETS about integrating data from all the SARS platforms (eSARS, Trak, and Grid) into Banner and ARGOS data blocks to streamline reporting.

Alongside quantitative data, we rely heavily on qualitative input from tutors, students, and faculty. Much of this learning does not fit neatly into goal charts but does directly inform program improvements. For example, conversations with English faculty and Skills Workshop participant surveys led to new workshop topics (e.g., *Using AI Tools Wisely* and *Community & Connection @ De Anza*) and expanded opportunities for peer tutors to facilitate workshops. To strengthen our assessment practices, staff also participated in professional development such as *Designing Surveys that Matter* and *Evidence-Based Evaluation Design*.

In feedback for Goal 2 (*Build infrastructure to improve SSC communication and outreach),* RAPP asked if there are ways SSC could expand our partnership with Connect to help reach struggling students, and about quantitative metrics such as number of students contacted and served. We included data on CONNECT referrals in the Goal 2 chart below. We also began working with CONNECT to design and promote workshops for students on academic renewal and others. Additionally, the SSC has worked with CONNECT to create an encouraging communication message that students receive within a few days of withdrawing from classes the SSC supports. The goals are to persuade students to re-enroll in the withdrawn class in the following quarter with early SSC support, increase their participation in SSC academic support

services, and increase success rate while reducing attrition rates. We are in implementation mode and currently seeking ETS to assist with automation of this messaging from CONNECT.

RAPP's feedback for Goal 3 *(Develop and Expand Integration of SSC Support with Classroom Instruction)* requested comparative quantitative metrics. This is not feasible for the SSC's main integration effort, Customized Support Activities for LART 250 supported ENGL C100 sections, because almost all sections participate in the program. It is also difficult to provide comparative quantitative metrics for other forms of integration such as offering extra credit for tutoring or workshop attendance and faculty collaboration on midterm and final exam reviews or workshop materials.

In feedback related to previously requested resources, RAPP requested more exploration of impact on disproportionately impacted students. We have included more clarification this year in Question 8. Finally, RAPP noted that SLO assessment could be further developed, asking for more detail on strategies and guided practice. We addressed a similar SLO in Question 9 with expanded explanation.

4. **Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).**
   - Personnel
     - o Rashonda Gill, Administrative Assistant II, began work in March 2025, after previous Administrative Assistant II resigned in September 2024.

   - Budget
     - o We are now one year closer to a potential "fiscal cliff" in Spring 2028, when our 5-year $1M COVID Recovery Block Grant ends. This grant, begun in F23 to replace discontinued annual DASG funding, has been a main source of funding for SSC student tutor salaries. We hope the grant will be replaced with a stable source of college funding.

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 1

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?

Increase SSC participation among students from disproportionately impacted groups	Actively recruit, cultivate, involve and engage students from disproportionately impacted 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, Instructional Support Coordinator, and Student Employees	Institutional Research, Department Chairs. Counselors, employees in cohort programs, CONNECT	Student usage data from SARS Grid, SARS Trak, eSARS, ARGOS & NetTutor. See data below.	Compared data changes in overall DI group enrollment in SSC supported courses vs DI students SSC users for those same courses. See analysis below.	Continued professional development of SSC Staff and Tutors, including Partners in Learning, PRIDE, CONNECT. Continued targeted outreach to students in courses with largest equity gaps ie Accounting 1A. Continued partnerships with SSRS to recruit tutors from targeted groups. Professional development to improve survey design to better understand obstacles to participation. Continue efforts with CONNECT on automated outreach to students who withdrew from classes served by SSC.

Goal 1 (continued)

2023-24 Demographics of SSC Users Compared to Students Enrolled in Subjects Supported by SSC*

Ethnic Code	Overall % Students Enrolled in SSC Subjects*	% of SSC Users Enrolled in 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%

2024-25 Demographics of SSC Users Compared to Students Enrolled in Subjects Supported by SSC*

Ethnic Code	Overall % Students Enrolled in SSC Subjects*	% of SSC Users Enrolled in SSC Subjects*	% Difference
A=Asian	43.3%	46.1%	2.9%
B=Black	2.6%	2.1%	-0.5%
H=Latinx	14.6%	13.9%	-0.6%
P=Pacific Islander	0.4%	0.1%	-0.2%
T=Two or more	14.2%	12.4%	-1.8%
W=White	18.0%	12.7%	-5.3%
X=Decline to state	6.9%	12.5%	5.6%

* SSC highly supported subjects include ACCT, BIOL, CHEM, COMM, ECON, ENGL, ENGR, ESL, EWRT, LART, MATH, STAT, PHYS, and World Languages

Per the table, SSC users closely mirror the De Anza enrollment demographics in the courses that are highly supported and are most in demand.
From 2023-24 to 2024-25, the following ethnic groups experienced percentage changes:

- Increase in SSC users: Latinx/e, two or more races, and decline to state
- Decrease in SSC users: African American/Black and Caucasian/White
- No change in SSC users: Asian and Pacific Islander

Goal 2

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?
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.	Analysis of communication metrics including SSC Canvas, email, social media, CONNECT	Surveys of students in workshops show students most often attend after receiving emails from SSC staff, either via Active Division Lists or Canvas Announcements (CSA & SSC Resources) As of 12/25 SSC Instagram has 605 followers, will measure growth. As of 12/25 6525 students and faculty have self-enrolled in SSC Canvas and receive Announcements. Canvas Analytics for this shell does not currently provide useful information about dates of self-enrollment and how students are interacting within the site. CONNECT faculty	Improved processes for SSC tutors creating Instagram content. Working to fix analytics so using Canvas to provide more useful reports. Continued engaging promotional emails and announcements to students and faculty Collaboration with CONNECT who will provide emails for special invitations to tutoring and workshops for AAP students and these students who are not affiliated with program or cohort. Continued tabling at Welcome Day, Resource Fairs

					referrals for SSC: 2023-24= 429; 2024-25 referrals declined 27% to 313. In 24-25 66 (11.4%) of the 577 AAP students on at least one of our SSC servcies in the 2024-25 academic year. (AAP works with students on academic and progress probation who are not part of any other programs and services.)	Continued Fall & Spring SSC Finals Study Jams with pizza, attracting 150-200 students, including many new visitors. New S25 "Limits Party" in MSTRC attracted ~45 students. New SSC + Villages collaboration for events and to train new Village Academic Success Coaches. F25 Tutor/Coach Meet & Greet, attracted over 30 students from diverse majors, most first-time visitors to SSC or Villages.

Goal 3

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?

Develop and Expand Integration of SSC Support with Classroom Instruction	Build sustainable infrastructure to develop and expand successful academic support models such as Customized Academic Support, Supplemental Instruction, and Embedded Tutoring that integrate support into curriculum and teaching.	SSC Co-Directors, Department Chairs, Division Deans	Department faculty, department chairs and division deans	Increases in faculty, classes, and students engaged in integrated academic support. Comparative quantitative data to measure impact of integration of support is not possible at this time, as almost all sections of ENGL C100 + LART 250 participate in Customized Support Activities program.	We have increased collaboration with departments, most notably ESL, Accounting, Math, by collaborating on programs that result in increased number of faculty, classes and students engaged in integrated academic support. These efforts require intensive, sustained coordination, and monitoring. Requested supplemental and peer embedded instruction coordinator is essential to scale up these efforts.	Conducted focus group with Accounting faculty in W25, resulting in collaborative creation of Acct 1A midterm and finals Power Reviews. F25 Midterm helped over 100 students from most sections and introduced them to SSC. Continued supporting four ESL Embedded Tutor efforts with tutor and faculty training, support, and surveys. F25 supported the Winter 2025 Math Embedded Tutor Pilot, initiated by AVP & Dean, coordinated by ESL Instructor Linda Yee. Session focused on increasing peer-to-peer interaction planning to maximize this high-impact practice. SSC staff are liaisons for Review workshops and group leaders to check-in with professors regularly throughout quarter

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.

The Student Success Center's goals outlined in the Comprehensive Program Review remain unchanged. However, with the changes related to students' increased use of Generative Artificial Intelligence, we have discussed, during our bi-weekly SSC staff meetings, the impact of AI on tutoring, ways our program can help promote student literacy and wise use of AI through student workshops and tutors' interactions with their tutees. We have also begun to explore the potential role of the Student Success Center to help faculty understand student perspectives on AI use. For now, these discussions and efforts, still in development, involve collaboration with others but no additional resources.

7. Describe the impact to date of previously requested resources (personnel 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?

- Four Vibe Boards (requisition order was delayed but is now in progress) will allow hybrid delivery of SSC workshops and group tutoring in all SSC areas.
- The Instructional Support Coordinator for peer-assisted learning (S24 personnel request, ranked low priority) has been an on-going personnel request since the 2018 budget reduction elimination of the Academic Skills Center Program Coordinator that largely coordinated the labor-intensive supplemental instruction program. Since the Spring 2024 quarter, SSC Co-Directors have enthusiastically supported and collaborated with the LART Division's ESL embedded tutoring pilot, and we recently started collaborating with the PSME Division for another pilot. Based on a high-impact best practice model for embedded tutoring, we have created and provided: training for faculty and tutors, check-in meeting facilitation, and survey administration of students, tutors, and faculty for these limited embedded tutoring courses. Beyond the pilots with a current faculty coordinator, scaling up embedded tutoring across the campus would require a dedicated position for this robust coordination, as evident from the workload of the eliminated Academic Skills Center Program Coordinator, other campus practices with dedicated full-time embedded tutoring coordinators, and based on the challenges of coordinating the current small scale pilots.

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.**

Without the requested Instructional Support Coordinator for peer-assisted learning, the students who are most dependent on structured, embedded academic support, particularly low-income,

first-generation, and other disproportionately impacted groups, lose scaled-up access to practices proven to advance equitable outcomes. These students may not ask for help or cannot seek help outside of class due to work and family obligations, making high-quality structured, coordinated supplemental instruction, collaborative study groups, and embedded tutoring essential for equitable academic support. Research consistently shows that peer-assisted learning improves comprehension, clarifies expectations, supports course completion, and strengthens non-cognitive factors such as belonging, self-efficacy, and metacognition. Lack of this position also limits faculty engagement in student-centered approaches that emerge from collaborating with peer learning programs, ultimately reducing our capacity to close equity gaps and build a campus culture of shared, holistic student support.

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)	LRNA 98 SLO: Plan and conduct tutoring sessions using student-centered communication strategies
Method of Assessment of Learning Outcome (please elaborate)	This SLO is for LRNA 98, Tutor Training for Math and Science tutors. Assignment #5 Video Tutoring Process Reflection. Students record a tutoring session, from beginning to end, 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 18 tutor self-reflections and 18 senior tutor assessments from Fall 2024 reveals that while many tutors demonstrated strong content knowledge and patience, several defaulted to explanation-heavy sessions where the tutees had limited opportunities to think aloud, try steps themselves, or actively engage with the material. Encouragement was another recurring area for growth: some tutors used positive reinforcement naturally, but others offered little feedback beyond "yes" or "no," or said they felt awkward offering praise, which made sessions feel more transactional than supportive. A few videos also revealed issues with professional presence—ranging from visible hesitation or shyness to moments where a tutor seemed overly casual. At the same time, there

	were strong examples of tutors applying training concepts effectively, such as the five-step method, pacing instruction well, or checking understanding with thoughtful questions.
Reflection on Results	Overall, the video assessment show tutors in development, typical of students in their first quarter. The assessment reinforces our perception that tutors benefit from more practice, both in class and in their own sessions, with specific emphasis on monitoring and encouraging active-learning strategies, positive reinforcement, and consistent professional conduct to help them translate training concepts into live sessions more confidently.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Because most tutors in this class work in the SSC's Math, Science & Technology Resource Center, strategies for improvement are not limited to the classroom but also include adjustments to their supervision. In addition to more explicit instructions for guided practice during class time (in role-plays, observers count and report back number of times tutor encourages student, asks them to explain their reasoning, etc., MSTRC staff now conduct mid-quarter and end of quarter check-ins with tutors. This increased engagement over time appears to improve the quality of tutoring sessions.

Please email this form to your dean/manager.

10. Dean Manager Comments:

The Student Success Center has made commendable strides in advancing equity and student engagement. Staff effectively incorporated prior RAPP feedback by enhancing quantitative data comparisons, year-over-year demographics, and clearer distinctions between new initiatives and expansions, such as targeted outreach via CONNECT for withdrawn students. Participation rates among disproportionately impacted groups in SSC-supported courses largely mirror overall enrollment demographics, with notable gains in Latinx, multiracial, and decline-to-state categories from 2023-24 to 2024-25; communication infrastructure grew through student-led efforts, including Instagram (605 followers), Canvas enrollment (6,525+), and events like Finals Study Jams (150-200 attendees). Integration with classroom instruction expanded via customized support for nearly all ENGL C100/LART 250 sections, ESL embedded tutoring pilots, Accounting midterm reviews serving over 100 students, and new AI-focused workshops informed by faculty and student input.

Data collection and disaggregation remain labor-intensive, requiring better integration of SARS platforms into Banner/ARGOS for streamlined reporting. Scaling embedded tutoring and supplemental instruction demands a dedicated Instructional Support Coordinator, as current pilots reveal coordination burdens that limit equitable access for low-income, first-generation students reliant on structured in-class support.

11. Vice President/Associate Vice President Comments:

Email the form to RAPP tri-chairs.