

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name: Counseling Dept. / Academic Awareness Program (AAP)
2. Name of individual(s) completing the form: Patricia Del Rio, AAP Program 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 general, the Academic Awareness Program (previously part of the Retention Program) has done well in the Comprehensive Program Review and Annual Program Review Update, receiving positive feedback and commendations. AAP has applied this feedback to its continuous improvement efforts; further improving program services, data collection and reporting.

The Winter 2025 RAPP Feedback Form included questions, feedback, and comments in the following areas, which are addressed below.

AAP Book Vouchers

The Winter 2025 RAPP Feedback Form asked for an update on the request for AAP Book Voucher funding. This update and the impact of the reduced funding for the AAP Book Vouchers is detailed in Question 8.

Essentially, AAP is no longer receiving HERFS funding from Financial Aid for the AAP Book Vouchers. As a result of this change—and given the limited remaining funds—fewer students were assisted in Winter 2025 and Spring 2025, and the AAP Book Vouchers were completely paused beginning Fall 2025.

Funding for AAP Book Vouchers is an identified need being that:

- 47% of AAP students (Fall 2025 term) are from low-income households, with annual household incomes of less than \$50,000 and
- AAP students
 - are not affiliated with any other student support program, so they do not receive support or book vouchers from any program
 - may become ineligible for financial aid due to their academic/probation notice status
 - are ineligible for most scholarships due to their academic/probation notice status

AAP is actively searching for possible funding opportunities to continue this valuable service.

AAP Student Population – Program Affiliation

AAP's revised target student population, prioritizing students who are not otherwise connected to existing programs or services, is detailed in Questions 4 (De Anza Promise) and resulting need for new and shifting resources is addressed in Question 6 (Technology Needs and Collaborations).

AAP's focus on students who are not affiliated with other programs supports these programs' success efforts, as we encourage and refer their students back to their respective program counselors. This approach also allows AAP to implement case-management and coaching models with a focus on relational engagement. Thus, AAP supports students who may not qualify for similar services provided by other programs.

AAP required new and shifting resources to facilitate the new service model and refined student population, prompting further collaboration with Educational Technology Services (ETS); Institutional Research, Planning & Accreditation (IRPA); Admissions & Records (A&R); and Online Education. Details are provided in Question 6 below.

AAP Underserved Student Population

Historically, most AAP students self-identify as Latinx, followed by Asian, Filipinx and Black. Together, these underserved populations represent over 80% of AAP's targeted student population.

Hence, the AAP services detailed in this review offer support, help bridge gaps, provide tailored assistance, and ultimately help improve the retention and persistence of underserved students. More information on the breakdown of AAP's underserved student population and the services provided can be found in Question 4 below.

AAP Strategies for Improved Technology

A detailed summary of the strategies and resources being considered and pursued for improved technology to help track student progress, collect essential information and gather other relevant data to streamline processes and procedures is provided in Question 6 below.

AAP Assessment Results

AAP student assessment results, success metrics and key indicators are provided under AAP Overview in Question 4 below.

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

Since our last program review submission, the following changes have occurred in AAP:

Academic Probation / Progress Probation Terminology

In accordance with the California Community Colleges, Chancellor's Office changes to Title 5: Academic Progress Notice & Academic Renewal:

- AAP has changed the term “probation” to “notice” when referencing students’ academic and progress standing (i.e. academic probation → academic notice) in our web pages, resources, and verbal and written communications.
- AAP has changed the term “dismissal” to “pause” (i.e. academic dismissal → academic pause) in our web pages, resources, and verbal and written communications.

These changes are consistent with AAP’s commitment to reframing the negative perceptions surrounding a student’s academic/progress status into a positive, affirming experience, informed by AAP’s founding principles, which are rooted in growth mindset, student validation, and ethics of care theories

Academic Awareness Program (AAP) and CONNECT

Although we continue to collaborate and support one another, the AAP and CONNECT programs have evolved into two clearly distinct programs, servicing different student populations based on students’ college trajectory. The CONNECT program serves new, first-time college students who are not part of another program, while AAP serves continuing and returning students on academic and/or progress notice (formerly probation) who are also not affiliated with another program.

Academic Awareness Program (AAP) Students

The Academic Awareness Program now serves currently enrolled continuing and returning students on academic and/or progress notice, who are not affiliated with another student support program – except for De Anza Promise students, who AAP does serve.

- De Anza Promise Students
While AAP refers students who are part of another program to their respective program counselors for service, AAP now services De Anza Promise students who are on academic and/or progress notice. This allows for a more specialized service regarding

academic/progress notice, support to regain good academic standing, and increased retention and persistence.

- **Currently Enrolled Students**
AAP has shifted its focus to supporting currently enrolled students. In the past, AAP would serve all students who had been placed on academic/progress notice at the end of the prior term (excluding summer). As we look at the attrition curve and strive to increase our persistence rate, AAP's focus is now on those students who will most benefit from our service, this being currently enrolled students. By providing tailored assistance to currently enrolled students who will be most impacted by our services, AAP is improving student retention and persistence.
- **Returning Students**
Focusing on currently enrolled students facilitated the inclusion of returning students, who were on academic/progress notice when they stopped out, back into our service population. Prior to this change, returning students were not identified by AAP, as we relied on the distribution list of students from the prior term. However, the list of currently enrolled students includes returning students as well as continuing students, enabling us to identify returning students and expand our services by adding them into our service population.
- **Stop-out Students**
AAP also continues to outreach to stop-out students on academic and/or progress notice and support their return and re-enrollment at De Anza.

Academic Awareness Program (AAP) Service Model

- **AAP Case Management**
Each AAP student is assigned to a student success team consisting of a dedicated AAP Counselor and Student Success Specialist. This case management model enhances AAP's relational approach as students continue to meet and speak with the same Counselor and Student Success Specialist, building a strong student rapport, helping bridge gaps, and ultimately increase persistence.
- **AAP Academic Coaching**
Student Success Specialists also provide academic coaching, assisting students with a variety of skills including time management, organization, study skills and AAP program orientation. Student Success Specialists work with students one-to-one, provide resources and referrals, create skills packets and handouts, develop workshops, and help students register and navigate the complex higher education system. This guidance and personalized assistance also help bridge gaps and increase student persistence.
- **AAP Canvas Course**

AAP has developed its own Canvas course to centralize services and resources. It is a one-stop shop for counselors, staff and students alike, minimizing the confusion that may ensue when trying to find a resource or navigate the system. The AAP Canvas course was first implemented in the Fall 2024 and is utilized by AAP students, Student Success Specialists, and Counselors.

- **AAP Book Voucher**

AAP student book vouchers immediately help bridge a financial gap and ultimately improve retention and persistence.

Unfortunately, the Book Vouchers provided by AAP are no longer funded by the HERFS funding from Financial Aid. Instead, we requested Retention Funding to support students' need for, and to provide, AAP Book Vouchers.

This change resulted in reduced funds for vouchers and fewer students receiving this financial assistance. To mitigate this reduced funding:

- AAP updated the book voucher process to ensure equitable distribution of available funds.
- AAP created an Adobe Sign Form to maintain and track all student book voucher requests

While Retention Funding was available to offer some AAP Book Vouchers for Fall 2024, Winter 2025 and Spring 2025, the funding was not renewed, pausing this service beginning Fall 2025. AAP is actively searching for possible funding opportunities to continue this valuable service.

AAP 2024-25 Overview

Overall, AAP refined its targeted student population and service model as detailed above, to provide more intentional and transformational support towards students' return to good academic standing

- **AAP Student Headcount**

1775 students were part of the AAP program during the 2024-25 academic year.

- AAP students are students on academic and/or progress notice who are not part of any other student support program. Students in other programs are filtered based on student cohort (programs and learning communities) identification in Banner.
- 55% of all students placed on academic / progress notice at the end of Winter 2025 term (334 out of 613 students) were not affiliated with, nor receiving any

support or assistance from any student support program, hence these students became AAP students. AAP steps in and fills this gap, providing support, tailored assistance, and ultimately helping to improve the retention and persistence of underserved students.

- There were 834 AAP students in Fall 2024, 365 AAP students in Winter 2025, and 576 AAP students in Spring 2025.
 - Students may be duplicated from one term to the next. For the Winter 2025 and Spring 2025 terms, the total number of AAP students only included those currently enrolled in each respective term.

- **AAP’s Underserved Population**

Historically, most AAP students self-identify as Latinx, followed by Asian, Filipinx and Black. Together, these underserved populations have represented over 80% of AAP’s targeted student population.

Hence, the AAP services detailed in this review offer support, help bridge gaps, provide tailored assistance, and ultimately help improve the retention and persistence of underserved students.

The following data represents students who were a part of the Academic Awareness Program (AAP) during the corresponding term:

End of Term	Fall 2024*	Winter 2025	Spring 2025
AAP Student Headcount by Race/Ethnicity			
Asian	33%	31%	26%
Black	5%	4%	6%
Filipinx	12%	12%	8%
Latinx	39%	35%	44%
Native American	0%	0%	1%
Pacific Islander	1%	0%	0%
White	8%	17%	15%
Unknown Ethnicity	1%	0%	0%

*Fall 2024 cohort was based on the distribution report (students placed on academic and/or progress notice at the end of Spring 2024). Winter 2025 and Spring 2025 cohorts consist only of continuing and returning students currently enrolled in each respective term.

- **AAP Student Success and Progress**

358 AAP students regained good academic standing during the 2024-25 academic year.

346 AAP students made good academic progress (received a term GPA of 2.0 and above) during the 2024-25 academic year. Students may be duplicated from one term to the next.

- 60% of AAP students (218 out of 365 students) either regained good academic standing or made good academic progress (received a term GPA of 2.0 and above) after Winter 2025.
 - 41% of AAP students (235 out of 576 students) either regained good academic standing or made good academic progress (received a term GPA of 2.0 and above) after Spring 2025.
- AAP Student Persistence
 - 49% of AAP students persisted from Fall 2024 (834 students) to Winter 2025 (405 students)
 - 58% of AAP students persisted from Winter 2025 (365 students) to Spring 2025 (210 students) term.
 - 58% of AAP students (212 students) were returning students while 42% (153 students) were continuing students during Winter 2025
- AAP Student Services
 - 1,132 students met with an AAP counselor during the 2024-25 academic year.
 - 104 students assisted over two AAP Registration Days, one in July and another in September, to increase Fall 2025 registration and persistence
 - 11.4% of AAP students (66 students) used at least one Student Success Center (SSC) services in the 2024-25 academic year.
 - 2,100 stop-out students had their academic/progress holds cleared by AAP and received an email encouraging them to reenroll at De Anza for Fall 2025.
 - 18 AAP students were awarded the AAP Strength Through Adversity Scholarship during the 2024-25 academic year for a total of \$5,400 (six \$300 scholarships each term – Fall, Winter and Spring).
 - 33 AAP students received the AAP Book Voucher over Winter 2025 and Spring 2025 terms for a total of \$4,025 in assistance
 - 68% - 71% of AAP students accepted the AAP Canvas Course invitation over Fall 2024 (69%), Winter 2025 (71%) and Spring 2025 (68%)

AAP Canvas Course student engagement over 2024-25 academic year

Canvas AAP Students	Fall 2024	Winter 2025	Spring 2025
Students Uploaded	718	552	401
Accepted Invite	494 (69%)	394 (71%)	271 (68%)

Page Views in one week	3,498	2,662	1,510
Average Page Views	4.9	4.8	3.8

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).

The Academic Awareness Program has made considerable progress towards its goals as summarized in Question 4. Please refer to Question 4 above.

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 Academic Awareness Program (AAP) goals have remained the same. AAP strives to assist students' return to good academic standing and to improve student persistence via intentional, relational and transformational student services. AAP works to increase opportunities for engagement and increase a sense of belonging so that our impact transcends the academic/progress notice period.

Through the newly refined student population, AAP works with currently enrolled students who will benefit the most from our service and hence will re-enroll, increasing persistence. This is notable as historically, most of our AAP students identify as Latinx (44% in Spring 2025), representing a higher proportion of the college's average Latinx student population (please refer to Question 4 above for more data). Furthermore, these students are not affiliated with another student support program. Thus, AAP is fulfilling a distinct service gap experienced by this specific group of underserved students and helping to improve persistence.

The AAP case-management service model provides students with a Student Success Team comprised of an AAP counselor and Student Success Specialist. Personal counseling provided by the AAP Counselors and academic coaching provided by the Student Success Specialists deepen relational engagement between the student and the AAP team. Likewise, the AAP Student Self-Assessment provides an opportunity for student self-reflection, identification of barriers, intrusive Counselor intervention and Success Specialist follow-up. All of these tailored services ultimately help improve student retention and persistence.

Technology Needs and Collaborations

AAP required new and shifting resources in order to facilitate the new service model and refined student population described above. The major issue has been identifying AAP's newly refined targeted student population. The need for an established, college-wide process to identify students' affiliation with support programs in a centralized system—one that functions in real time and reflects only currently enrolled students—has posed a significant challenge.

De Anza's various support programs and learning communities identify and maintain their student cohorts in different platforms, and at different times. For example, some programs identify their students at the beginning of the term, while others wait until after the census date; some may only accept new students in the fall term, while others do so year-round; most importantly, some may identify their students in Banner, while others may not. This made it difficult for AAP to generate an accurate student list and to provide services in a timely manner, prompting a shift in resources and the search for new resources.

Thus, in order to generate an accurate AAP student list, track student progress, compile data and streamline processes and procedures, AAP collaborated with Educational Technology Services (ETS); Institutional Research, Planning & Accreditation (IRPA); Admissions & Records (A&R); and Online Education; and Operational Systems in the following ways:

- Educational Technology Services (ETS)
 - ARGOS System
 - AAP Student Population – AAP collaborated with ETS to create a new Argos report that filters and identifies AAP students according to the new focus student population detailed above – mainly currently enrolled academic/progress notice students who are not part of another student support program (except for De Anza Promise)
 - SARS – Scheduling and Reporting System
 - Case Management – AAP also worked with ETS in the creation of a Student Success Specialist (SSS) scheduling link in SARS, enabling students to schedule academic coaching appointments and drop-in sessions directly with their SSS
 - Case Management – Likewise, scheduling links have been configured to show students the availability of only their respective Student Success Team (AAP Counselor and SSS), to support the new case management service model
 - AAP Student Population – SARS now filters and blocks students identified as affiliated with another student program, automatically informing them of the requirement to meet with their program, thereby streamlining the new targeted student service process
 - AAP is updating the reason and scheduling codes to align with the new service models, differentiating those utilized by the SSS from those utilized by the Counselors to permit more detailed data collection

- Admissions & Records (A&R)
 - Banner System
 - AAP Terminology – AAP is collaborating with A&R to ensure the change in terminology, from “probation” to “notice” and from “dismissal” to “pause” are reflected in students’ transcripts and AAP registration holds
 - AAP Student Population – Students in other programs are filtered based on student cohort (programs and learning communities) identification in Banner. AAP continues to encourage student support programs to identify their students in the Banner system
- Operations and Systems
 - Adobe Sign Forms – AAP coordinated with Operations and Systems in the creation of the new AAP Student Self-Assessment / Action Plan form and workflow. This form supports the case management model by facilitating Counselor and Student Success Specialist review, and follow-up, of identified barriers and challenges experienced by AAP students.
- Online Learning
 - CANVAS – AAP is exploring an expanded use of CANVAS to assist Student Support Specialist with case management and student tracking, and to collect relevant AAP student data
- Institutional Research, Planning & Accreditation (IRPA)
 - AAP Student Population – AAP works with IRPA to obtain AAP Student Demographic data in real time, reflecting the new target population criteria of currently enrolled continuing and returning students
 - Program Review Tool
 - AAP Student Progress – AAP utilizes the Program Review tool to track AAP student cohort course success and persistence

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?

The additional AAP Academic Counselor and two Student Success Specialists hired with the resources provided has enabled AAP to improve its services. With the increased staff, AAP has moved to a case-management service model, implementing Student Success Teams and academic coaching as described above, thereby enhancing relational interactions and personalized services. Below are some key highlights shared in Question 4:

- 358 AAP students regained good academic standing during the 2024-25 academic year

- 60% of AAP students (218 out of 365 students) either regained good academic standing or made good academic progress (received a term GPA of 2.0 and above) after Winter 2025.
- 41% of AAP students (235 out of 576 students) either regained good academic standing or made good academic progress (received a term GPA of 2.0 and above) after Spring 2025.
- 58% of AAP students persisted from Winter 2025 (365 students) to Spring 2025 (210 students) term.

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.

The additional AAP Counselor and two Student Success Specialists hired have affected disproportionately impacted students as historically, the majority of our AAP students identify as Latinx (i.e.: 44% Latinx in Spring 2025), representing a higher proportion of the college's average Latinx student population. Students identifying as Latinx, Asian, Filipino and Black have represented over 80% of AAP's targeted student population. Hence, all of the AAP services detailed in this review offer support, help bridge gaps, provide tailored assistance, and ultimately help improve the retention and persistence of underserved students (please refer to Question 4 above for more data).

Furthermore, these students are not affiliated with another student support program. Thus, the AAP team is addressing a critical gap in support for this specific group of underserved students. The new case-management service model implemented with the increased staff also enables a more relational and personalized student service, encouraging re-enrollment and persistence (please refer to Question 4 for more data).

We have also identified the need for funding to support students needing Book Vouchers. The Book Vouchers provided by AAP are no longer funded by HERFS funding from Financial Aid. This change resulted in reduced funds for vouchers and fewer students assisted in Winter 2025 and Spring 2025, and a complete pause of this service beginning Fall 2025.

33 AAP students received the AAP book voucher over Winter 2025 and Spring 2025 terms for a total of \$4,025 in assistance. However, assistance could have been provided to more students had we the funds to do so.

AAP students may be a high need / high priority group being that:

- 47% of AAP students (Fall 2025 term) are from low-income households, with annual household incomes of less than \$50,000 and
- AAP students

- are not affiliated with any other student support program, so they do not receive support or book vouchers from any program
- may become ineligible for financial aid due to the academic/probation notice status
- are ineligible for most scholarships due to their academic/probation notice status

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)

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>Students will identify the academic, personal, or situational factors that contributed to their academic/progress notice status and create a Student Action Plan, outlining concrete action steps for success.</p>
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<ul style="list-style-type: none"> ● Completion of AAP Student Self-Assessment & Action Plan form in Adobe Sign <ul style="list-style-type: none"> ○ Student has identified academic, personal, and/or situational factors that challenged their academic success on form ○ Action Plan section of form has been completed detailing actionable next steps and/or goals as appropriate ○ AAP Student Self-Assessment & Action Plan form is submitted, assessed, completed and closed (workflow) <ul style="list-style-type: none"> ▪ Student completes and submits form ▪ Success Specialist assesses identification of academic challenges and follows up as necessary ▪ Student completes counseling appointment ▪ Success Specialist assesses Action Plan completion, follows up as necessary and closes form ● Student Success Specialist verification of academic challenges from form and from notes of student conversations as applicable ● Counselor appointment completed ● Counselor meeting notes used to verify identification of challenges and next steps/action plan/goals ● Student Success Center (SSC) resources utilized if/when student is referred as part of the Action Plan

<p>Summary of Assessment Results</p>	<p>The AAP Student Self-Assessment & Action Plan form is newly developed and implemented. AAP will begin compiling assessment data for Fall 2025 term as follows:</p> <ul style="list-style-type: none"> • % of AAP students who submit the Student Self-Assessment & Action Plan form • Of these: <ul style="list-style-type: none"> ○ % of students who meet with the AAP Counselor ○ % of students who meet with the Success Specialist ○ % of students who were referred to another resource ○ % of students who utilized the Student Success Center resources ○ % of AAP Student Self-Assessment & Action Plan forms that are completed and closed ○ Of these: <ul style="list-style-type: none"> ▪ % of students who regained good academic standing ▪ % of students who demonstrated academic progress (obtained a 2.0 or above term GPA)
<p>Reflection on Results</p>	<p>The AAP Student Self-Assessment & Action Plan form results will help uncover:</p> <ul style="list-style-type: none"> • unmet service needs experienced by AAP students • trends in challenges impacting academic success • correlation of AAP Student Self-Assessment & Action Plan forms that are successfully completed and closed, with students who regained good academic standing and/or demonstrated academic progress • referral success – utilization of campus resource referral <p>The AAP Student Self-Assessment & Action Plan form results will also enable us to anticipate, and proactively reach out to students, to suggest and recommend resources and experiences tailored to that specific student and their identified challenges and needs.</p> <p>The AAP Student Self-Assessment & Action Plan form results will also help direct and design future AAP services based on students' identified needs and academic challenges.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>The AAP Student Self-Assessment & Action Plan form has been incorporated into the case management service model; thus, the form will be assessed and follow-up provided by the student's respective Success Team (designated AAP Counselor and Success Specialist).</p> <p>AAP will invite and encourage students indicating Study Skills / Academic Skills as challenges to their academic success, to meet with a Success Specialist for individualized coaching.</p>

Please email this form to your dean/manager.

Dean Manager Comments:

The Academic Awareness Program continues to be a strong program that is student-centered, equity-based, and data-informed. This program has undergone some changes in the last few years based on temp assignments, funding, and delivery of services. In spite of this, the level of high-touch services to the students remains a contributing factor to the positive impact on student success outcomes. These efforts demonstrate the continued strength and value of AAP within the Counseling Division and across the college.

AAP will continue doing a deeper dive into assessing how the team's efforts are directly affecting student success, not only by the measure of course success rates. The ongoing challenge of inconsistent student cohort tracking in Banner continues to be an obstacle for accurately identifying students for AAP. Collaborating with ETS to address the problem is essential since this is a college-wide issue affecting many programs. However, AAP continues to serve a disproportionately high percentage of Latinx, Asian, Filipinx, and Black students—groups that collectively represent over 80% of the current cohort. The AAP program clearly fills a service gap for students not supported elsewhere (because they serve the general student population).

AAP has an unwavering commitment to supporting some of De Anza's most vulnerable students. According to the above data report from AAP, 47% of AAP students are from low-income households, and many are ineligible for financial aid or scholarships due to academic notice status. Given this, AAP will need to develop a long-term funding source for book vouchers (retention grant funds, Foundation funds, etc.) to further assist in student success. AAP could potentially partner with the Hub for basic needs services for students.

10. Vice President/Associate Vice President Comments:

The Academic Awareness Program (AAP) has successfully deployed effective strategies for directly addressing the academic advising and support needs of students who encounter many barriers to their success. The success data associated with the students served by the program clearly bears this out. Unfortunately, like so many programs in student services, the lack of resources is hindering the program's ability to more fully impact student's academic progress. It is recommended that AAP request lottery funds for book vouchers in the next RAPP resource request cycle for books and other instructional materials for students in the program who don't have the resources to purchase them. This will ensure the students are set up for success.

Email the form to RAPP tri-chairs.