

Instructions: The first column below matches key words in TracDat where you will enter the requested information. The second column fully describes the information that the IPBT is requesting. It also represents the information you would see if you pressed the help button (a question mark) by each box in TracDat. You will be able to copy and paste or type in your information into the TracDat boxes. **SAVE OFTEN WHILE ENTERING INFO!!!!** ALWAYS keep a soft copy of your work in your files to ensure that your work is not lost. You will save program review as a pdf through the print option of your browser. This is the document you will send to your Dean and it is the document that will be posted on the De Anza website. If you have questions, please refer to your workshop handout (<http://www.deanza.edu/slo/tracdat.html>) or contact: papemary@fhda.edu.

Section I: Overall program description (including CTE)

Section II: Overall student enrollment and success

Section III: Equity

Section IV: Assessment Cycle

Section V: Resource requests

In TracDat. Limit narrative to 100 words; bullet points encouraged

	Information Requested	Explanation of Information Requested. ? TracDat Help button will reveal the same cues (sorry no hyperlinks)	Input your answers in columns provided. Note: reference documents can also be attached. Make sure to note the name of any reference documents in your explanations.
	Program Description		Student Success and Retention Services Center is the umbrella entity that houses several cohort programs for first generation college students who test into developmental levels of English and Math providing a computer lab, tutoring and peer mentoring services and retention counseling interventions.
	Department Name:		Academic Services
	Program Mission Statement:	“What are your Program Learning Outcomes? How do your Program Learning Outcomes relate to the mission of De Anza College and our Institutional Core Competencies?” http://www.deanza.edu/about/missionandvalues.html	The mission of the Student Success and Retention Services (SSRS) is to address historical and institutional inequities results in achievement gaps for underserved students by fostering a community of learners and leaders through innovative services and pedagogies that increase retention, persistence, graduation, and transfer rates. There are several programs under the SSRS umbrella including Summer Bridge, First Year Experience (FYE), Umoja (formerly Sankofa Scholars) and the Puente Project.

			Our programs fulfill De Anza's mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies. Our programs provide first generation college students culturally responsive curriculum across several disciplines and community engagement in our programming.
I.A.1	What is the Primary Focus of Your Program?	Select Basic Skills, Transfer, Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	Our programs provide a cohort model for developmental courses (basic skills) fostering communal practices, culturally trained counselors and expanding existing curriculum to include general education courses with faculty committed to both principles and philosophy of promoting excellence and success during their first year in college.
I.A.2	Choose a Secondary Focus of Your Program.	Basic Skills, Transfer, Career/Technical, Learning Resources/Academic Services, personal enrichment or N/A	As students complete their basic skills courses we continue to serve students to ensure they meet their educational goal of transfer to a 4-year university and/or graduation.
I.B.1	# Certificates of Achievement Awarded	If applicable, enter the number of Certificates of Achievement awarded during the current academic year. Please refer to: http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program.	From 2014-2016 8 SSRS students received Certificates of Achievements
I.B.2	# Certificates of Achievement-Advanced Awarded:	If applicable, enter the number of Certificates of Achievement - Advanced awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html . Leave blank if not applicable to your program.	From 2014-2016 only 1 student earned a Certificate of Achievement-Advanced.
I.B.3	# ADTs (Associates Degrees for Transfer) Awarded	List Associate Degree Transfer awarded by you department during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program.	SSRS Students earned 22 ADT degrees from 2014-2016
I.B.4	# AA and/or AS Degrees Awarded:	If applicable, enter the number of Associate of Arts or Associate of Science degrees awarded during the current academic year. Please refer to http://deanza.fhda.edu/ir/AwardsbyDivision.html Leave blank if not applicable to your program	SSRS students earned 153 AA/AS degrees from 2014-2016
I.C.1	CTE Programs: Impact of	Career Technical Education (CTE) programs: provide regional, state, and labor market data,	NA

	External Trends	employment statistics. Refer to "CTE Program Review Addenda" at: https://www.deanza.edu/workforcecd/ged/ Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.	
I.C.2	CTE Programs: Advisory Board Input:	Career Technical Education (CTE) programs: provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.). Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.	NA
I.D.1	Academic Services and Learning Resources: # Faculty Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of faculty served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program	NA
I.D.2	Academic Services and Learning Resources: # Students Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of students served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program	NA
I.D.3	Academic Services and Learning Resources: # Staff Served	Only for programs that serve staff or students in a capacity other than traditional instruction, e.g. tutorial support, service learning, etc. State number of staff served: 0 = no change; (- #) decreased; # increased; leave blank if not applicable to your program	NA
I.E.1	Full Time Faculty (FTEF)	For ALL programs: Refer to your program review data sheet. http://deanza.edu/ir/program-review.15-16.html	Four FTEF are employed in our programs and they include: SSRS Interim Director; Puente Project Co-Coordinator/Counselor; FYE Coordinator/Counselor; Umoja Community Coordinator/Counselor.
I.E.2	# Student Employees	State number of student employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program	-1: Decrease in student employees. This year we hired 4 student employees with DASB budget funds and 1 student mentor with Work study. For the fall quarter, we were able to hire a math tutor with DASB funds but were not able to sustain the position due to limited DASB funds.
I.E.3	Full-time to Part-time ratio % of Full-time Faculty Compared to % Part-time Faculty Teaching	Compare the changes in % of FT and PT faculty teaching in your department? 0 = no change; (- %) = decreased; % = increased; blank= not applicable to your program. Refer to your program review data sheet. http://deanza.edu/ir/program-review.15-16.html .	
I.E.4	# Staff Employees	State number of staff employees and if there were any changes: 0 = no change; (- #) = decreased; # = increased; blank if not applicable to your program ONLY report the number of staff that directly serve your program. Deans will make a report regarding staff serving multiple programs.	0 - No Change 1 Administrative Division Assistant
I.E.5	Changes in Employees/Resources	Briefly describe how any increase or decrease of employees/resources has impacted your program. Leave blank if not applicable to your program.	The reorganization of SSRS from the Counseling Division to Academic Services resulted in loss of 2 FTEF for the Faculty Director and Umoja Counselor. We have

			been able to use Student Equity funding to maintain services but need to find permanent funding to maintain these positions and programs.
	Enrollment		
II.A	Enrollment Trends	What significant changes in enrollment have you seen in the last three years? Refer to http://deanza.edu/ir/program-review.15-16.html	De Anza's Latino/a student enrollment increase last year to 25% of the student body resulting in an increased interest in our programs. Latino enrollment in our programs has increased while our Filipino student population has decreased. Latino/a students comprise 89%; African Am 8%; Filipino 2%; Asian 1% of our program participants. The success of the IMPACT AAPI program may attribute to the programs ability to enroll more Filipino/Pacific Islanders students.
II.B.1	Overall Success Rate	What significant changes in student success rates have you seen in the last three years?	Our programs continue to experience high success and course completion rates ranging from 80% to 94% particularly in the developmental and college level English-Writing courses. 89% of all SSRS program participants are in good academic standing -GPA 2.0 or higher (FHDA MIS Quarterly Submission Report, Fall 2016)
II.B.2	Plan if Success Rate of Program is Below 60%	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://deanza.edu/ir/state-of-the-college-related-information/pdf/Institutional_Metrics_2016.pdf If course success rates in your program fall below 60%, what are the department's plans to bring course success rates up to this level? Leave blank if N/A.	
II.C	Changes Imposed by Internal/External Regulations	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.)	In Fall 2015, SSRS programs underwent reorganization from the Student Services side of the college to Instruction under Academic Services and are currently realigning our curriculum, services and staff to better address the needs of our targeted populations. During this reorganization, we also underwent staff changes in both counseling and instruction. We hired several new faculty : FYE Counselor/Coordinator in January 2016,

			<p>Umoja Counselor/Coordinator in February 2016 and Interim Puente Project in January 2016 to June 2016 and another Interim Puente Counselor from July 2016 to the present.</p> <p>As a result of the reorganization and staff changes, we did not offer our Umoja learning community this year however, we continued to serve our African American student population offering tutoring, peer mentoring, counseling and professional growth opportunities (i.e. Umoja Statewide/Regional Conference, African American High School student conference). The Umoja Counselor/Coordinator worked collaboratively with the Equity Student Evaluator to assist with identification and recruitment of new students, developed marketing materials, conducted outreach to faculty and college, and attended professional development training with the Umoja team during the summer. The new Umoja cohort was launched this fall with 34 students.</p> <p>The FYE program also experienced new faculty to the program and worked diligently to coordinate and integrate their curriculum.</p> <p>The Puente Counselor hired in January left in June to take a tenure track position and we were fortunate to hire another counselor to begin work in July. The new counselor was able to attend the Puente Summer Institute receiving training for the incoming cohort.</p> <p>With the implementation of the new registration policies in summer 2014, the SSRS programs lost Tier 2 priority registration for our students and we have begun to see the challenges and adverse</p>
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			<p>effects on our students as a result especially for STEM related majors. Many STEM majors are receiving financial aid and they know that they have a limited window of time to complete their major math and science courses to transfer before their aid runs out but are having difficulty enrolling in these classes. By the time of their registration date the courses are full with waiting lists. As a result, some of the students are now enrolling at Mission, West Valley or Evergreen with much more success in order to meet their transfer major requirements in a timely manner. This registration obstacle impacts our student persistence rates negatively and does nothing to close the gaps for underrepresented students in the STEMS fields.</p>
	<p>Equity</p>		
<p>III.A</p>	<p>Growth and Decline of Targeted Student Populations</p>	<p>Briefly, address student enrollment data relative to your program’s growth or decline in targeted populations: African Americans, Latinos, Filipinos. (Refer to http://deanza.edu/ir/program-review.15-16.html)</p>	<p>Our SSRS programs comprise the following demographics: Latin@s 89%; African Am 8%; Filipino 2%; Asian 1% of our program participants.</p> <p>There continues to be a need to close the achievement gap and strong interests for our programs. Every spring/summer we have over 350-400 students complete an on-line interest form expressing to be part of our programs with the largest interest from the Latin@ students. Unfortunately, we are not able to accommodate them all leaving a great need to expand services to help close the inequity gaps for our students.</p> <p>The decline of Filipino students in our programs may be attributed to the success of the IMPACT AAPI program however with the funding for this program ending in 2017 there is still a great need to continue to serve this population and to maintain the</p>

			<p>level of services offered through the grant to ensure continued student success. This program has been successful in enrolling more Filipino/Pacific Islander students however data shows there is still a need to close the equity gap within this population and need for more intentional recruitment and programming.</p> <p>As we implement Umoja for the academic year 2016-2017, we will see an increase in our African American students being served with higher success and persistence rates.</p>
III.B	Closing the Student Equity Gap:	<p>What progress or achievement has the program made relative to the plans stated in your program’s 2013 -14 Comprehensive Program Review, Section II.A.3, towards decreasing the student equity gap? See IPBT website for past program review documentation: http://deanza.edu/gov/IPBT/program_review_files.html</p>	<p>Not mentioned in our previous comprehensive plans is the need to assess men of color in our programs to determine any achievement gaps and to compare the results with targeted and non-targeted student results. WE plan to evaluate the success of males as they comprise 38% of our program participants.</p> <p>Summer Bridge, FYE, Umoja/Sankofa, and Puente data demonstrates success in closing the achievement gap in developmental and college level courses in English-Writing, Reading and will continue to build on those best practices to incorporate in other academic disciplines. (See respective program reviews)</p>
III.C	Plan if Success Rate of Targeted Group(s) is Below 60%	<p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://deanza.edu/ir/state-of-the-college-related-information/pdf/Institutional_Metrics_2016.pdf Are success rates of targeted groups at or above 60%? If not, what are the department’s plans to bring the success rates of the group(s) up to this level? This applies to African American, Latino/a and Filipino students.</p>	
III.D	Departmental Equity Planning and Progress	<p>What progress or achievement has the program made relative to the plans stated in your departmental 2014-15 Equity Plan?</p>	<p>To increase the success, retention and graduation of our African American students, the Umoja program will offer a curriculum with a strong focus on the African American experience and culturally</p>

			relevant counseling practices throughout the academic year 2016-2017.
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	Assessment Cycle		
IV.A	PLOAC Summary	Give the percentage of Program Level Outcome statements assessed to date. Run Ad Hoc report entitled “XXX PLOAC Work” and scroll to the bottom of the report for counts. Then calculate #Reflections & Analysis/#PLO statement times 100. This percentage may be over 100% or 0%. All program level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019.	Assessing for SSSP outcomes for AY 2015-2016, our program achieved the following by April 2016: Placement: 98% Orientation: 91% Abbreviated Ed Plan: 62% Comprehensive Ed Plan: 89% Compared to Targeted Groups/Not Targeted: Placement: 69%/80% Orientation: 71%/82% Completed Ed Plan: 71%/82% In comparison this fall 2016, we were able to achieve 98% of all participants completing a comprehensive Ed Plan. Source: SSSP Data April 2016 & Student Services Program Review Data Sheets (11/2015) and MS Quarterly Submission Report Fall 2016
IV.B	SLOAC Summary	Give the percentage of Student Level Outcome statements assessed to date. Run Ad Hoc report titled “XXX SLOAC work- Active Only” and scroll to the bottom of the report for counts. Then calculate #(Reflections & Analysis + #Archived from ECMS) /#SLO statement times 100. (N.B. Number of SLOs assessed and archived from ECMS is the last item in Department -> General Information page.) This percentage may be over 100% or 0%. All course level outcomes are to be assessed for a minimum of a second time before the Comprehensive Program Review in Spring 2019.	Student Level Outcomes will be assessed during the 2016-2017 academic year and will be reported in the next update.
	Resource Requests		
V.A	Budget Trends	Describe impact, if any, of external or internal funding trends upon the program and/or its ability to serve its students. If you don't work with budget, please ask your Division Dean to give you the information.	The SSRS Center hires peer mentors to serve all three programs and to coordinate, develop, organize and implement activities, peer services and assist with operation of the student center. Five of the student positions were funded by DASB and the

			Peer Lead position was funded by Student Equity funds. Without these positions, it would be difficult to maintain the center's operations and computer lab impacting all student's ability to seek peer assistance, tutoring and access to internet, printing, computer and iPad use along with coordinating the book and calculator loans.
V.B	Funding Impact on Enrollment Trends	Describe the impact, if any, of external or internal funding changes upon the program's enrollment and/or its ability to serve its students. Refer to Program Review data sheets for enrollment information: http://deanza.edu/ir/program-review.15-16.html	SSRS B Budget primarily supports the operation of all its programs and the student center. From printing ink, paper, office supplies, computer mouse upkeep, supplementing program needs, and student and cohort events tied to instruction.
V.C1	Faculty Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy	<p>Growth: As mentioned in the Puente program review there is a need for at least 1 additional counselor to add another cohort to grow the program.</p> <p>FYE: As mentioned in the FYE program review, there is a need to return to two cohorts as it was first implemented and to do so will need one additional FT Counselor.</p> <p>SSRS Director: This was one of the positions lost when reorganization was implemented and needed to direct and coordinate programming, budgets, reports and faculty evaluations along with managing operations of the Center.</p> <p>Umoja: Currently the Coordinator/Counselor is funded through Student Equity Funds and there is a need to make position a permanent full-time tenure track in order to reach Equity and SSSP goals. Again, this is one of the positions lost when reorganization was implemented.</p>
V.C.2	Justification for Faculty Position(s):	Do you have assessment data available to justify this request for a faculty position? If so provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	To continue to close the equity gaps for targeted groups, cohort programs have proven successful at or above those of non-targeted students. See College Equity Plan

			<p>and our PLO assessment for SSSP results. With an additional FYE counselor our program can intentionally increase recruitment and programming for Filipino and Pacific Islander students who continue to be underserved and identified as a target group in our Equity plan.</p> <p>To ensure success in our cohort courses, faculty must be able to do program planning and coordinate curriculum. A faculty coordinator is needed especially for the FYE and Umoja programs since both involve courses across disciplines. There is a need for the coordinator to identify faculty, coordinate curriculum and develop common course readers, provide instructional support through weekly meetings and trainings and provide in-services with the respective teams. See Success rates for FYE in program review.</p>
V.D.1	Staff Position(s) Needed	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, None Needed Unless Vacancy Only make request for staff if relevant to your department only. Division staff requests should be in the Dean's summary.	Growth
V.D.2	Justification for Staff Position(s):	Do you have assessment data available to justify this request for a staff position? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need.	As stated in the SSRS Comprehensive Program Review 2013-2014, there is a need for a classified position. There is a growing need to coordinate and grow our mentoring efforts across the programs beyond the student's first year. Our program mentoring component has not been at its full potential for at least two of our programs. A staff position focused on developing peer training, program and evaluation and implementation along with the recruitment of professional mentors for all 3 programs would help coordinate all services and increase the persistence and retention of continuing students especially

			as we grow.
V.E.1	Equipment Requests	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested	<ul style="list-style-type: none"> • Copier for SSRS Center (includes copy, print, scan and fax) • 35 iPads, Cases and Applications for Umoja Classroom and Program use. • 30 iPad Cases for Puente Set • HP Color Printer 4050 for FYE • Camera-Canon EOS Rebel T6 • 10 laptop for student use in SSRS Center
V.E.2	Equipment Title, Description, and Quantity	<ul style="list-style-type: none"> • Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warrantees etc. • Did this request emanate from a SLOAC or PLOAC process? • Does this item require new or renovated infrastructure (e.g. wireless access, hardwire access, electric, water or heat sources . . .) 	See attached IPBT Instructional Equipment Request
V.E.3	Equipment Justification	<ul style="list-style-type: none"> • Do you have assessment data available to justify this request for equipment? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or Advisory Board input to support this need. If not, provide other data to support this need. • Who will use this equipment? • What would the impact be on the program with or without the equipment? • What is the life expectancy of the current equipment? • How does the request promote the college mission or strategic goals? Refer to mission: http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf) 	As a result of our reorganization and new location, we no longer have access to a copiers or scanner or fax in our offices. Previously we shared the equipment with the Transfer Center but with our new location that has not been feasible. With competition for lab space across the campus even within our center, having iPads available meets the student's needs in several ways. It allows students the ability to use computers not often available at home. The computers/printers in SSRS are consistently utilized and having iPads and laptops allows flexibility to use them in the center or classroom. In the classroom, instructors can extend the curriculum to include more information literacy particularly as it relates to technology that is often needed with first generation college students. Students can take quizzes on Canvas during class time or peer review each other's papers.
V.F.1	Facility Request	Name type of facility or infrastructure items needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, heat lamps, lighting, unique items above	Expanded area as program grows.

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		and beyond what is normally included in a similar facility.	
V.F.2	Facility Justification	<ul style="list-style-type: none"> • Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need. • Who will use this facility? • What would the impact be on the program with or without the facility? • What is the life expectancy of the current facility? • How does the request promote the college mission or strategic goals? 	As part of the reorganization, SSRS was physically relocated to another space. To date, it houses 1 Director Interim, 3 counselors, 1 Administrative Assistant, 6 peer mentors, 8-9 tutors and a lab with 18 desktop computers. This physical space is where students meet to do homework, study, receive tutoring, meet with counselors or program faculty office hours, and a space to where students come to print out essays and class assignments. The Center seats about 40 students and with the addition of the new cohort we are at full capacity and beyond to the point that students utilize the hallway space to meet in small groups to work together. In our Summer Bridge survey 70% of participants stated that they are often distracted by their family members when studying at home thus proving the need for studying space on campus for first generation college students. The need for additional or larger space is imperative not only to meet student's needs but more importantly for safety and fire standards.
V.G.	Equity Planning and Support	Has this work generated any need for resources? If, so what is your request?	<p>As stated in both FYE, Puente and Umoja program review updates, there is a need for our students to explore and visit other transfer institutions in Southern California and out of state universities.</p> <p>Providing faculty compensation facilitates programs to expand across several disciplines and divisions giving faculty the opportunity to consult, create, program plan and evaluate student outcomes for success.</p>
V.H.1	Other Needed Resources	List resource needs other than faculty, staff, facility, and equipment needs. For instance, assistance in working with counselors, finding tutors to work with students, support for assessment projects.	There is a strong need for writing tutors to work with students in class as embedded tutors as well as in the center.

V.H.2	Other Needed Resources Justification	Do you have assessment data available to justify this request? If so, provide the SLO/PLO assessment data, reflection, and enhancement that support this need. If not, provide other data to support this need.	
V.J.	“B” Budget Augmentation	<p>How much? Who/what could be supported if this additional funding was awarded? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals? Refer to mission: http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf)</p> <p>State the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need.</p> <p>If you do not deal with the B budget directly, you can use the comment: “please refer to the Dean’s summary”.</p>	<p>First generation college students from targeted populations would have access to academic opportunities, career explorations and options, as well as industry visits. (\$10,000)</p> <p>Need faculty compensation for programming and assessment of best practices. (\$20,000)</p> <p>SSRS fulfills De Anza’s mission by engaging students in creative work through culturally responsive curriculum across several disciplines. In addition to providing leadership and community engagement opportunities.</p>
V.K..1	Staff Development Needs	What would the impact be on the program with or without meeting this need? How does the request promote the college mission or strategic goals? Refer to mission : http://deanza.edu/about/missionandvalues.html and strategic goals (page 15 http://www.deanza.edu/emp/pdf/EMP2015-2020_11-18-15.pdf)	Attending conferences, professional development Institutes sponsored by Statewide Program (Puente and Umoja), Reading Apprenticeship for Faculty, RP Group Student Success Conference, Ensuring Transfer Success (ETS) Conferences. Attend conferences and sessions offered by the Statewide Male Initiative.
V.K.2	Staff Development Needs Justification	Do you have assessment data available to justify this request for staff development? If so, provide the SLO/PLO assessment data, reflection, and enhancement and/or CTE Advisory Board input to support this need. If not, provide other data to support this need	In order for faculty and staff to stay current in their respective disciplines, and to develop and implement best practices, it is essential for the SSRS faculty to attend.
VI.	Closing the Loop	How do you plan to reassess the outcomes after receiving each of the additional resources requested above? N.B. For the Comprehensive Program Review the question becomes “What were the assessments showing the results of receiving the requested resources over the last five years?”	<ol style="list-style-type: none"> 1. Course completion of developmental courses – de-aggregate data by gender 2. Persistence, retention and transfer/graduation rates. 3. Assessment of Institutional Core Competencies. 4. Develop and revise FYE/Umoja and SSRS PLO and SSLO in collaboration with the respective

			faculty teams. 5. Student Evaluation for SSRS Services and Center programming.
	Submitted by:	APRU writer's name, email address, phone ext.	Alicia Cortez cortezalicia@fhda.edu x8365
	Last Updated:	Give date of latest update (Set next box to YES when done and ready for Dean review).	March 23, 2017