

English Performance Success

Program Review Final Report

Presented by

English Performance Success Program

Language Arts Division
De Anza College

January 2025

The CAS Standards and Guidelines for program review consists of twelve parts as follows:

Part 1. Mission	Part 7. Human Resources
Part 2. Program and Services	Part 8. Collaboration and Communication
Part 3. Student Learning, Development, and Success	Part 9. Ethics, Law, and Policy
Part 4. Assessment	Part 10. Financial Resources
Part 5. Access, Equity, Diversity, and Inclusion	Part 11. Technology
Part 6. Leadership, Management, and Supervision	Part 12. Facilities and Infrastructure

The English Performance Success (EPS) program review team consists of:

Monica Ganesh – Counselor
Christian Rodriguez – Counselor
Saul Ruiz – Counselor
Felisa Vilaubi - Counselor

PROGRAM DESCRIPTION AND SUMMARY

The English Performance Success program offer comprehensive counseling services to support eligible students in their educational, career and personal development. The counseling services are provided based on the case management model. Students remain in EPS program for the duration of their attendance at De Anza College.

By collaborating with other programs and services across campus, faculty, and staff, we aim to equip students with the tools and knowledge to make informed decisions about their academic journeys, ensuring that all students are prepared for their success in higher education and beyond.

Those eligible for the EPS program are as follows:

Adult School – for students who entered De Anza from any adult school.

EPS – for students **Placed or Enrolled in LART 250.**

ESL – for students enrolled in **ESL 200/400, 234/434, 244/444**

Our Student Services include but not limited to:

- One-on-one guidance and counseling
- Help with creating a plan to stay focused and on track
- Help to explore opportunities and set goals
- Providing a supportive community
- Resources to support student success
- Supporting students in finding an academic goal, such as earning a degree or certificate or transferring to a university

- Creating an educational plan and deciding which courses are needed to reach educational and career goals
- Transfer planning and admission process counseling
- Financial aid counseling
- Guide students qualified for AB540 through the process when applicable
- Academic planning and counseling
- Finding help with classes, such as tutoring or other academic assistance
- Exploring possible careers
- Academic probation and reinstatement counseling services
- De Anza Connect Program counseling
- Career Life Planning courses through the learning community: Bundle Up with EPS

Coordination and Collaboration with the Adult Education Consortium includes but not limited to:

- Creating and implementing professional development for Adult Ed Faculty and Staff
- Connecting students to appropriate resources
- Attending monthly consortia meetings to ensure successful transitions
- Teaching Coun 5 for a cohort of adult education students every year
- Developing targeted presentations and workshops for the adult schools- both to be done at the adult school sites and on our campus
- Coordinating with departments on campus to increase offerings and options for adult education students
- Supporting dual enrollment for adult school students
- Collaborating with adult schools to get students qualified for AB540 when applicable
- Coordinating and collaborating with adult school counselors to matriculate students

Coordination and Collaboration with the English as a Second Language department includes but not limited to:

- Collaborating with ESL instructors in scheduling in class presentations for EPS students
- Attending meetings and collaborating with ESL instructors regarding AB705 and guided self-placement
- Supporting students and working with ESL student faculty advisor when students challenge their ESL placement
- Created a supportive environment by establishing rapport with ESL instructors to support struggling students with a “warm handoff” to our counseling services.

Coordination and Collaboration with the English department includes but not limited to:

- Collaborating with EWRT 1A & LART 250 instructors in scheduling in class presentations for EPS students
- Teaching CLP 5 for the Bundle UP cohort of new incoming students
- Attending meetings and collaborating with English instructors regarding AB705 and guided self-placement
- Coordination of EPS program administrative tasks
- Collaboration with the LART 250 instructors and the Writing and Reading Center for the students Customized Support Activities

- Create a supportive environment by establishing rapport with English instructors to support struggling students with a “warm handoff” to our counseling services

Campus Community Leadership and Collaboration includes but not limited to:

- EPS Counseling faculty serve on campus wide committees including Academic Senate, RAPP, College Council, DALA, Faculty Association and the Appeals Review Committee

Part 1: MISSION

Through utilizing a case management model, the English Performance Success (EPS) program at De Anza College is committed to empowering adult school transition students, English language learners and students enrolled in an English co-requisite support class. We do this by providing personalized, inclusive, and supportive academic and personal counseling. Our dedicated counselors provide resources, support students in building their student-hood skills and confidence to foster academic success, self-discovery and long-term achievement.

Part 2: PROGRAM AND SERVICES

Program Successes:

The EPS program started with one counselor in July of 2017 designed to support students who were placed in the basic skills level English and Reading courses and two levels of the non-transferrable English as a second language courses. It grew to add an additional tenured counselor when our program added the population of students who entered from the local adult school's consortium. Three years ago, we were able to hire two more tenure track counselors which provided us with the opportunity to grow again and extend the services to serve students in all eighteen levels of English as second language non-transferrable courses and added our Stretch to Success (which has been discontinued to AB705 changes) and Bundle Up learning communities. The Bundle Up learning community consisted of a LinC with an English instructor for EWRT 1A & LART 250 and a counseling course CLP 5 or COUN 5. Due to one of the new hire tenure track counselors' decisions to move into a different department we are left in need of replacing that position.

When AB705 changed how the institution could place students in English, math courses and removed basic skills courses the evolution led us to the student population we serve now. We support those students entering with a high school GPA 2.6 or below, adult school students and students learning English as a second language. Our student population comes to us with a wide range of unique circumstances and complex needs. Our students come from diverse backgrounds, and we support them through not only equity but with a commitment to inclusion and social justice throughout all their time at De Anza College.

Bundle Up Learning Community:

We offer a quarterly learning community where students take: EWRT 1A + LART 250 & CLP 5 or COUN 5. The students in the Bundle Up Learning Community receive dedicated counseling and synchronized support from their EWRT instructor and EPS Counselor.

This cohort program has been temporarily placed on hold until we are able to fill the tenure counseling position lost.

English as a second language:

Our program works with a lot of students that may be considered “non-traditional”. For example, some students are either new to the US education system, are entirely recent arrivals to the US or work full time and are returning to school to improve language skills and build a new career. As EPS counselors, we meet students where they are and modify our delivery of information in ways that they can best understand. We do this by experiential teaching (for example; sitting with students and showing them how to maneuver MyPortal apps) or meeting with students at later hours if that is the only time that they are available.

Due the loss of the tenure position we had to reduce the ESL student services from ESL levels 200/400, 234/434, 244/444, 251/451, 255/455, 261/461, 265/465, 272/472, 273/473, to ESL levels 200/400, 234/434, 244/444 (This increases the workload for general counseling).

Adult Education Consortium:

We offer a COUN 5 course every summer for adult education students taught by an EPS Counselor. In addition to adult education, campus visitations multiple times per year. Dual enrollment adult school students receive counseling services and enrollment support. Successfully collaborate with adult school counselors in the matriculation process.

Collaboration across campus:

We work collaboratively with other divisions and services across campus to ensure student success. Those include:

- Math Performance Success
- Student Success and Retention Services
- Disability Support Services
- General Counseling
- Outreach Office
- Institutional Research
- De Anza Connect
- Academic Awareness
- Admissions and Records
- Cross Cultural Partners
- Extended Opportunity Programs and Services
- Financial Aid
- Food Pantry
- Guardian Scholars

- Health Services
- HEFAS
- International Student Programs
- Mental Health and Wellness Center
- Online Educational Center
- Pride Center
- Rising Scholars
- Student Success Center
- Transfer Center
- Veterans Resource Center
- Adult Education Consortium
- Instructional Faculty in Language Arts
- Instructional Faculty in English as a Second Language

Program Goals:

- To create greater opportunities for our EPS students to thrive, increase participation, retention and reach completion, our goal is to gain the support of administration to provide them with an EPS program center. Conceptually the EPS center would be a space where we can build and foster a sense of community for EPS students and provide hub for activities including workshops, a student lab, community space, office space for the EPS counselors and a program coordinator.
 - We have been engaging with our dean, former VPAS and the former VPI on this matter since 2018-19.
 - We explored a partnership with the SSC, neither party felt it was viable.
 - The addition of a Program Coordinator staff position would be necessary to manage the EPS center and coordination of the EPS programs.
- Hire a tenure counseling position because our program recently lost a tenured position, that had just gotten approved a few years prior because the faculty member moved to another department at the college. This has impacted on our department's ability to serve students and coordinate all the programs within EPS.
 - Bundle Up temporarily on hold
 - Less off-site capacity to provide workshops at adult schools
 - Less capacity to complete our in-class visits
 - Reduced ESL student services from ESL levels
 - From: ESL 200/400, 234/434, 244/444, 251/451, 255/455, 261/461, 265/465, 272/472, 273/473
 - To: ESL 200/400, 234/434, 244/444 (This increases the workload for general counseling).
 - A temporary counseling position was hired in November 2024 through June 2025 due to this lost tenured position

- One of our future goals is to create an interdisciplinary ESL bridge class that blends components of counseling class and ESL language acquisition; to increase the success of adult education students transitioning into our campus from Adult School Consortiums. This will allow the students to build a sense of belonging on campus, especially because the EPS Counselor will teach the course and help build rapport with the students; for many of them, this will be the first time they step foot on a college campus.
 - To achieve the goal of increasing success and belonging for adult education students transitioning to campus life, EPS will develop a curriculum focused on language skills, academic culture, and self-advocacy, while incorporating experiential learning like campus tours and faculty interactions
 - Progress will be monitored through pre/post assessments, student feedback surveys and completion rates
 - Courses taught in EPS are in load without replacing the tenured counseling position we lost we don't have the capacity to complete this goal

Part 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

The EPS program develops and implements strategies and support services to contribute directly to our student's timely completion of their educational goals by assisting them with developing their educational goals, career goals, and educational plans. Including assisting them with the completion of certificates, degrees and the transfer admission process.

The Bundle Up with EPS learning community creates a community for our students to improve their connections to each other and our program. When students feel connected and supported on campus, they're more likely to complete their educational goals. We assist them with monitoring their progress and meeting each individual student's needs.

Part 4. ASSESSMENT

Direct contact includes counseling appointments, asynchronous advising, classroom visits, courses taught and adult school visits.

Academic Year	Total Direct Student Contact
21-22	2532
22-23	3099
23-24	2842
24-25 (Summer & Fall)	1087

The following is the number of unduplicated students serviced through counseling, counseling classes, in-class visits and adult ed visits:

Academic Year	Unique Students Served
21-22	1384

22-23	1579
23-24	1483
24-25 (Summer & Fall)	551

The following is the percentage of unduplicated SARS appointments only:

Academic Year	Unduplicated SARS
21-22	59.07%
22-23	55.31%
23-24	62.95%
24-25 (Summer & Fall)	86.58%

The following is the percentage of our time spent on counseling services, class visits and adult ed visits. A significant reduction in class visits is due to the need for replacing the tenured counselor position.

Academic Year	Counseling	Class Visits	Adult Ed Visits
21-22	68.36%	23.70%	6.12%
22-23	68.54%	23.39%	5.00%
23-24	67.31%	24.63%	5.45%
24-25 (Summer & Fall)	86.11%	6.90%	4.78%

Counseling appointments and in class visits are generally half an hour long. Counseling courses are 2-unit courses for 12 weeks long. Adult ed visits range from one to two hours long.

Part 5. ACCESS, EQUITY, DIVERSITY, AND INCLUSION

- The EPS program supports student that come from diverse backgrounds including disproportionately impacted students, first generation college students, immigrants, students learning English as second language, non-traditional and returning students.
- The EPS Counselors serve students with GPAs of 2.6 and below and refer students to other support programs and service-specific areas whenever necessary.
- We support students with disabilities and assist in referrals to our DSS office
- The EPS Counselors provides a welcoming and student friendly environment
- Utilize various technologies and tools to serve our students based on their needs – including Zoom, Canvas, Adobe Sign form, etc.
- We provide asynchronous advising through email. We respond to students' individual requests via our department email account
- We assist and guide students to resources that support their goal of transferring to a four-year University, earning a certificate or degree.

- Counseling services provided are based on equity, social justice and inclusion.

Part 6. LEADERSHIP, MANAGEMENT, AND SUPERVISION

The EPS counselors are advocates for students, equity and social justice across campus. They participate in shared governance through serving on campus wide committees including Academic Senate, RAPP, College Council, Language Arts Division Council, DALA, the Faculty Association and the Appeals Review Committee.

Part 7. HUMAN RESOURCES

The EPS program is in need of replacing a tenure counseling position because our program recently lost a tenured position, which had been approved a few years prior, because the faculty member chose to move to another department at the college. This has impacted our department's ability to serve students and coordinate all the programs within EPS. The Dean of Language Arts did submit a RAPP request to replace the lost of the position.

Impact of faculty position loss on program capacity includes but not limited to the following:

- Bundle Up LinC cohort on hold
- Reduced capacity for off-site workshops at adult schools
- Reduced capacity for in-class presentations
- ESL student support diminished, with student services (counseling and workshops) cut from 6 ESL levels to 3:
 - From: ESL 200/400, 234/434, 244/444, 251/451, 255/455, 261/461, 265/465, 272/472, 273/473
 - To: ESL 200/400, 234/434, 244/444This increases the workload of general counseling services

Our goal of growing the EPS program to include an EPS program center would add the need of hiring a Program Coordinator/Administrative support staff position to manage EPS center tasks, including:

- Tagging students for data management and tracking
- Tracking program data
- Overseeing the distribution and management of a laptop loan program
- Managing the operations and student support at the EPS center
- Coordination of programs including but not limited to coordination of:
 - Classroom visits
 - Adult ed visits
 - Workshops
 - Tracking student use of the EPS center
 - Outreach for program awareness and marketing

- Coordination of all EPS programs tasks

Part 8. COLLABORATION AND COMMUNICATION

We work collaboratively with other divisions and services across campus to ensure student success and access.

- We work closely with the office of communications to develop and maintain our program webpage. Changes were made to make the site easier to navigate and understand. This resulted in students being able to find relative material and schedule appointments with counselors more accessible.
- We participate in campus wide recruitment efforts such as Welcome Day for Students and Enrollment Day.
- We participated in the high school student recruitment conferences and the high school counselors outreach events.
- Collaborate with the Financial Aid office to coordinate book vouchers for Bundle Up students when resources were available
- Collaborate with the Writing and Reading Center for the students Customized Support Activities

We work in collaboration with departments across campus including:

- Math Performance Success
- Student Success and Retention Services
- Disability Support Services
- General Counseling
- Outreach Office
- Institutional Research
- De Anza Connect
- Academic Awareness
- Admissions and Records
- Cross Cultural Partners
- Extended Opportunity Programs and Services
- Financial Aid
- Food Pantry
- Men of Color Program
- Guardian Scholars
- Health Services
- HEFAS
- International Student Programs
- Mental Health and Wellness Center
- Online Educational Center
- OTI Computer Program
- Career Training Education

- Pride Center
- Rising Scholars
- Student Success Center
- Transfer Center
- Veterans Resource Center
- Adult Education Consortium
- Instructional Faculty in Language Arts
- Instructional Faculty in English as a Second Language

Part 9. ETHICS, LAW, AND POLICY

The EPS counselors are leaders, advocates and collaborators in creating systematic change to ensure equitable student outcomes. The EPS counselors facilitate growth and development of our students by ethically fostering access, equity, diversity, inclusion and confidentiality when providing student services.

Part 10. FINANCIAL RESOURCES

The EPS program does not have a budget to provide experiential activities for our students. Our request is as follows:

- A budget allocation for field trips to enable prospective students to visit and experience the campus
- A budget to support students with emergency/immediate needs for: books, course materials, etc.
- A budget allocation for the development of the EPS program center which includes a location, computer lab, community space furniture, staff position and offices for the counselors

Part 11. TECHNOLOGY

- Implement a computer loan program to ensure equitable access to technology for all students
 - We currently refer to the OTC, Library and Financial Aid programs
 - This request is directly tied to the goal of having an EPS program center
 - Direct loan option within our program can enhance community and support students with immediate needs, especially during wait times at OTC computer program and Library resources
- Request the establishment of a dedicated computer lab facility to support student learning and development in an EPS program center
 - To create greater opportunities for our EPS students to thrive, increase participation, retention through creating a community at an EPS program center.

Part 12. FACILITIES AND INFRASTRUCTURE

To create greater opportunities for our EPS students to thrive in a community space, increase participation, retention and reach completion, our goal is to gain the support of administration to provide them with an EPS program center. This would require a facility that includes space for a student lab, community space and office space for the EPS program coordinator and EPS counselors.