



Credit

Student Success and Support Program Plan

2015-16

District: Foothill-De Anza
College: De Anza

Report Due by
Friday, October 30, 2015

Email PDF of completed plan to:

cccssp@cccco.edu

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549

Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students¹. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including the SSSP Handbook, relevant sections of the Education Code and title 5 regulations before completing the program plan.

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to cccssp@ccc.co.edu with the name of the college and “SSSP Credit Program Plan” in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

² A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

³ The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures are consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. Planning & Core Services
 - A. Planning
 - B. Orientation
 - C. Assessment for Placement
 - D. Counseling, Advising, and Other Education Planning Services
 - E. Follow-up for At-Risk Students
 - F. Other SSSP/Match Expenditures
- III. Policies
 - A. Exemption Policy
 - B. Appeal Policies
 - C. Prerequisite and Corequisite Procedures
- IV. Professional Development
- V. Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

RESOURCES

- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor's Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: ____ De Anza College_____

District Name: ____Foothill-De Anza Community College District_____

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: _____

Name: Rob Mieso _____ Date: _____

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____

Name: Stacey Cook _____ Date: _____

Signature of the Chief Instructional Officer: _____

Name: Christina Espinosa-Pieb _____ Date: _____

Signature of College Academic Senate President: _____

Name: Mayra Cruz _____ Date: _____

Signature of College President: _____

Name: Brian Murphy _____ Date: _____

Contact information for person preparing the plan:

Name: _Rob Mieso_____ Title: _Associate Vice President of Student Services_____

Email: __miesorob@deanza.edu_____ Phone: _408-864-8835_____

SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

We developed the 2015-16 SSSP Plan through a collaborative process. We solicited input and participation from all service areas that were involved in the implementation of the SSSP, and other constituency groups across the campus; including Counseling and Student Success, Extended Opportunities Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), Assessment Center, Enrollment Services, Academic Senate, Classified Senate, Student Senate, Student Equity Advisory Council, SSSP Advisory Committee, Institutional Research and Planning, and Communications Office.

- b. What factors were considered in making adjustments and/or changes for 2015-16?

Factors considered in the planning process include the Chancellor's Office feedback on our 2014-15 SSSP Plan, reflection on our processes and practices, feedback from service areas, as well as data from MIS and Institutional Research regarding student participation and gaps in the delivery of core SSSP services.

- c. In multi-college districts, describe how services are coordinated among the colleges.

Both colleges worked jointly in developing enrollment priority groups consistent with SSSP mandates and ensuring that new students complete initial orientation, assessment, and abbreviated educational plan to get priority enrollment status. In addition, both colleges included selection of a major and educational goal as part of the eligibility for priority enrollment.

In addition, both colleges are looking at re-test policy and have started conversation to move toward consistent policy and alignment around assessment and placement.

Both college use same technology systems (i.e. Banner, Degree Works, Accuplacer) for delivery of our core services, and collaborate through a weekly Educational Technology Services (ETS) meeting to address technology related issues and enhance service delivery.

- d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

There are a number of strategic initiatives guiding both our SSSP and Student Equity work at De Anza: Outreach, Cultural Competence, Individualized Attention to Students, Retention, and Success, and Community Collaborations (see <https://www.deanza.edu/strategicplan/>). Campus activities include but are not limited to annual program reviews, student services and student learning outcomes assessment, strategic planning, student engagement, basic skills enhancement, and equity and climate survey culture assessments. These many strategic initiatives create a web of support systems that enhance student success and guide student services and instruction toward our shared goals of Student Success and Student Equity. We see our strategic initiatives as critical resources for moving our SSSP and Student Equity agenda forward.

Additionally, the college has formed a joint SSSP-Student Equity Advisory Committee to guide the work of both initiatives and ensure transparency in our planning. This joint advisory group includes representatives from our student success programs and shared governance committees, including leaders from the Academic Senate, Classified Senate, De Anza Associated Student Body, Equity Action Council, Developmental and Readiness Education Taskforce, Instructional Planning and Budget Team, Student Services Planning and Budget Team, Finance and College Operations Planning and Budget Team, and College Council.

2. Describe the college's student profile.

During the 2014-15 academic year, a total of 34,469 students attended De Anza College. Data show that when students first attended the College:

- 35% (12,203) were first-time or first-time transfer students (see Table CP.1)
- 79% (27,364) did not have a college degree (see Table CP.2)
- 29% (9,992) were new-nonexempt students (first-time and first-time transfer without a college degree)

When comparing figures for the general and new-nonexempt student populations during the 2014-15 academic year, the data show:

- The general student population showed no significant differences regarding gender (females, 49%; males, 50%); however, new-nonexempt students had a higher percentage of males than females (males, 52%; females, 47%), as shown in Table CP.3.
- Regarding race/ethnicity, both the general and new-nonexempt student populations were predominantly Asian (general, 39%; new-nonexempt students, 36%); however, data in Table CP.4 show new students with a higher percentage of Blacks or African-Americans (general, 3%; new-nonexempt, 4%), Filipinos (general, 5%; new-nonexempt students, 6%), and Hispanics (general, 24%; new-nonexempt students, 28%). Students in these last three race/ethnicity groups and Pacific Islanders had been previously designated by the College as the race/ethnicity target population; and, as shown in Table CP.5, they made-up 33% and 38% of the general and new-nonexempt student population, respectively.
- Age statistics for both groups show that about 60% of the new-nonexempt students were less than 20 years old when they began attending De Anza; compare to 32% for the general population (see Table CP.6).
- Regarding initial education goal, data in Table CP.7 show that transferring to a

four-year college is the main goal for most students at De Anza, especially for new-nonexempt (general, 59%; new-nonexempt, 67%).

- For California residency status, data in Table CP.8 show a larger percentage of non-residents for new-nonexempt students than the general population for the College (general, 11%; new-nonexempt, 15%).

Specific to new-nonexempt, data in Table CP.9 show that 73% of first-time students (i.e., no prior higher education experience) attended the College full-time (i.e., attempted at least 12 units) for at least one term during the academic year, compared to 30% for first-time transfer. As a whole, percentages for full-time status were 55% and 45% for the new-nonexempt and the general student population, respectively.

Among the new-nonexempt students, 3,492 recently graduated from a California high school (i.e., 2014 or 2015). Based on figures in Table CP.10, the main feeder high schools for De Anza College in 2014-15 were within the East Side Union High (31%), Fremont Union High (18%), and San Jose Unified (13%). Statistics for high school are in Appendix A.

TABLE CP.1

College Profile: Student Headcount by Enrollment Status De Anza College, 2014-15

Enrollment Status	Headcount	Percent
First-time	5,748	17%
First-time transfer	6,455	19%
Continuing	14,086	41%
Returning	6,950	20%
Special admit	1,224	4%
Unreported	6	0%
Total	34,469	100%

Notes

First-time: No prior higher education experience (excludes prior higher education experience as special admit student).

First-time transfer: First term at the college, with prior higher education experience.

Continuing: Continue enrollment from prior primary term (fall, winter, spring).

Returning: Previously enrolled at the college; not enrolled in prior primary term.

Special admit: Concurrently enrolled in high school.

Unreported: At the time of MIS submission for the term, the student was not enrolled/did not attempted hours.

Enrollment status is based on students' first term at De Anza College during 2014-15 (summer to spring).

Data only include students with at least 0.5 attempted units in 2014-15.

TABLE CP.2**College Profile: Student Headcount by Highest Education Level, De Anza College, 2014-15**

Education Level	Headcount	Percent
Not a high school graduate	2,016	5.8%
High school graduate	25,348	73.5%
College graduate	6,184	17.9%
Unreported	921	2.7%
Total	34,469	100.0%

Notes

Data includes students with at least 0.5 attempted units in 2014-15. Statistics are based on first-term attended during this academic year.

TABLE CP.3**College Profile: Student Headcount by Gender and Enrollment Type, De Anza College, 2014-15**

Gender	All Students		New-Nonexempt	
	Headcount	Percent	Headcount	Percent
Female	16,944	49%	4,662	47%
Male	17,292	50%	5,244	52%
Unreported	233	1%	86	1%
Total	34,469	100%	9,992	100%

Notes

New-Nonexempt: students new to the college and without a degree (first-time and first-time transfer without a degree) during their first term at De Anza College, 2014-15. Data only include students with at least 0.5 attempted units in 2014-15.

Table CP.4

**College Profile: Student Headcount by Race/Ethnicity Group and Enrollment Type
De Anza College, 2014-15**

Race/ethnicity Group	All Students		New-Nonexempt	
	Headcount	Percent	Headcount	Percent
American Indian/Alaskan Native	57	<1%	12	<1%
Asian	13,253	38%	3,605	36%
Black or African American	1,177	3%	390	4%
Filipino	1,770	5%	552	6%
Hispanic	8,428	24%	2,829	28%
Pacific Islander	137	<1%	52	1%
White	7,344	21%	1,825	18%
Multi-race	1,765	5%	558	6%
Unreported	538	2%	169	2%
Total	34,469	100%	9,992	100%

Notes

Students can select more than one race/ethnicity group in the admission application, but group classification is mutually exclusive for this analysis.

Hispanic: Students who identified themselves as Hispanic, independently of also selecting another race/ethnicity group.

Multi-race: Students who reported more than one race/ethnicity group, excluding those who identified themselves as Hispanic.

New Students: students new to the college and without a degree (first-time and first-time transfer without a degree) during their first term at De Anza College, 2014-15.

It includes students with at least 0.5 attempted units in 2014-15.

TABLE CP.5

College Profile: Student Headcount by Race/Ethnicity Target Group and Enrollment Type, De Anza College, 2014-15

Race/Ethnicity Target Group Status	All Students		New-Nonexempt	
	Headcount	Percent	Headcount	Percent
Target Race/Ethnicity	11,512	33%	3,823	38%
Other	22,957	67%	6,169	62%
Total	34,469	100%	9,992	100%

Notes

Target Race/Ethnicity Group: Students who identified themselves as Black or African American, Filipino, Pacific Islander, or Hispanic.

New-Nonexempt: students new to the college and without a degree (first-time and first-time transfer without a degree) during their first term at De Anza College, 2014-15.

Data only include students with at least 0.5 attempted units in 2014-15.

TABLE CP.6

Student Headcount by Age Group and Enrollment Type, De Anza College, 2014-15

Age Group	Headcount	All Students		New-Nonexempt Headcount	Percent	Cum Percent
		Percent	Cum Percent			
19 or less	11,164	32%	32%	6,018	60%	60%
20 to 24	12,161	35%	68%	2,671	27%	87%
25 to 29	4,544	13%	81%	647	6%	93%
30 to 34	2,108	6%	87%	262	3%	96%
35 to 39	1,271	4%	91%	117	1%	97%
40 to 49	1,628	5%	95%	156	2%	99%
50 or more	1,593	5%	100%	121	1%	100%
Total	34,469	100.0%		9,992	100%	

Notes

Age calculated on the first date of the term they first attended De Anza College in 2014-15.

New-Nonexempt: students new to the college and without a degree (first-time and first-time transfer without a degree) during their first term at De Anza College, 2014-15.

Data only include students with at least 0.5 attempted units in 2014-15.

TABLE CP.7

College Profile: Student Headcount by Initial Education Goal and Enrollment Type, De Anza College, 2014-15

Initial Education Goal	All Students		New-Nonexempt	
	Headcount	Percent	Headcount	Percent
Obtain degree or certificate only	3,292	10%	737	7%
Obtain degree or certificate and transfer	12,238	36%	3,977	40%
Transfer only	8,059	23%	2,676	27%
Other goal	10,801	31%	2,595	26%
Unreported	79	0%	7	0%
Total	34,469	100%	9,992	100%

Notes

Initial Education Goal: Based on education goal reported in admission application.

(http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SB/SB14.pdf)

New-Nonexempt: students new to the college and without a degree (first-time and first-time transfer without a degree) during their first term at De Anza College, 2014-15.

Data only include students with at least 0.5 attempted units in 2014-15.

Table CP.8**College Profile: Student Headcount by State Residence and Enrollment Type,
De Anza College, 2014-15**

State Residence	All Students		New-Nonexempt	
	Headcount	Percent	Headcount	Percent
California	30,839	89%	8,480	85%
Us state, other than California	934	3%	493	5%
Foreign country	2,696	8%	1,019	10%
Total	34,469	100%	9,992	100%

Notes

State Residence: Based on the first term students attended De Anza College in 2014-15.

New Students: students new to the college and without a degree (first-time and first-time transfer without a degree) during their first term at De Anza College, 2014-15.

It includes students with at least 0.5 attempted units in 2014-15.

TABLE CP.9**College Profile: New-Nonexempt Headcount by Full-Time and Enrollment Status,
De Anza College, 2014-15**

Enrollment Status	All	Full-time	
		Headcount	Percent
First-time	5,748	4,202	73%
First-time transfer	4,244	1,291	30%
Total	9,992	5,493	55%

Note

Full time: at least 12 units attempted during one term in 2014-15.

Table CP.10**College Profile: First-time Student Headcount by School District, De Anza College, 2014-15**

School District	Headcount	Percent
East Side Union High	1,089	31%
Fremont Union High	645	18%
San Jose Unified	452	13%
Campbell Union High	316	9%
Santa Clara Unified	208	6%
Fremont Unified	154	4%
Milpitas Unified	135	4%
Los Gatos-Saratoga Joint Union High	66	2%
Morgan Hill Unified	58	2%
Mountain View-Los Altos Union High	56	2%
New Haven Unified	26	1%
Sequoia Union High	25	1%
Newark Unified	24	1%
Gilroy Unified	22	1%
Palo Alto Unified	19	1%

Notes

First-time students who reported that had graduated from high school in 2014 or 2015.

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

We have strong collaboration with high schools and school districts in Santa Clara County and surrounding regions. We work very closely with high school counselors and staff and are successfully delivering SSSP core service on-site in high schools. In 2014-15, we provided orientation, assessment, and educational planning services at 36 high schools assisting over 1, 200 students complete these essential core services.

In addition, we host an annual high schools partners conference inviting high school counselors to our campus for a day of informational session and fostering our collaboration. We also host high school student conference for our targeted populations. At the conference we cover the SSSP mandates and emphasize the importance of students completing the core services and how this connects to their success. We discuss how we can collaborate together to provide SSSP services at the high school site and get their input and feedback on how we can improve our services.

We also host annual high school student conference for our targeted populations, attracting over 1000 students from over 30 high schools. The students are bused to De Anza College for a day of informative and engaging workshops and other activities aimed at promoting a college-going culture and college readiness. Among other things, students learn about SSSP core services and how completing those steps can lead to success and reaching their goals.

B. Orientation

1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?

Orientations are provided for non-exempt students after they have been given the opportunity for assessment and prior to their individual registration/counseling session.

Orientation sessions provide students with information about college programs; regulations and academic expectations; general education and major requirements; student support services; campus grounds; student rights and responsibilities; drug-free schools policy; Student Code of Conduct; student complaint procedure, including the procedures for alleging unlawful discrimination; sexual harassment regulations, financial assistance, and course scheduling.

De Anza College provides orientation in several delivery modes and activities to give students information and resources to help ensure academic success. During the 2014-2015 fall, winter, and spring quarters 3,426 students received orientation services. These services were delivered through student conferences, high schools, college open house, and college sessions. The review of 2014-2015 orientation data generated a refocus on De Anza College's marketing of new student orientations.

- Two counselors/academic advisors conducted orientation sessions, and abbreviated educational plans were developed within these sessions. For 2015-2016, to reduce student wait time, plans will be developed immediately following orientations with the support of all counselors and academic advisors.
- De Anza will develop a more comprehensive marketing package that will align all student success services.
- These orientations are provided for non-exempt students throughout the academic year.
- Orientations will be marketed to prospective new students earlier in the winter before high school graduation and more often with ongoing connections through the summer.
- Student ambassadors train potential students in DegreeWorks, which helps students develop their educational plans. This process has reduced the educational plan appointment times for review and approval.
- Promotion of the value of 'priority registration' will be increased.

Online orientation was developed and piloted for Fall 2015 to both support the population of online students, as well as, provide options for other new students to help ensure academic success for all students.

We've hired a new counselor to work more specifically with African American and Latino students to improve student success for these targeted student populations.

Our categorical programs, i.e. EOPS/CARE, DSPS, and CalWORKs have all incorporated the new SSSP mandates into their intake process and require students to complete the New Student Orientation as part of their participation in the program.

2. a. How many students were provided orientation services in 2014-15?

During the 2014-15 academic year, a total of 6,036 applicants or students of De Anza College received orientation services (see Table OR.1). The target population for orientation services at the College was new students (first-time and first-transfer transfer) without a college degree or nonexempt students, and who were not special admits or concurrently enrolled in high school. In Table OR.2, figures show that of the 9,992 in the main target/nonexempt group, 40% of the students received orientation services in 2014-15 or the prior academic year (e.g., spring 2014, orientation prior to enrollment). This table also shows significant differences between first-time and first-time transfer students in the target group regarding the percent of students served (first-time 61%, first-time transfer, 11%).

TABLE OR.1**Orientation Services: Headcount for Students who Received Orientation Services at De Anza College, 2014-15, by Exempt Status**

Exempt Status	Headcount	Percent
Nonexempt/Directed	5,605	92%
Exempted-Degree	199	3%
Exempted-Other	259	4%
Total	6,063	100%

Notes

Nonexempt/Directed: without college degree or not reported. Exempted-Other: Special admit status or transcript evaluation. Middle College and College Now are special admit students, but receive orientation services at De Anza College. Students do not need to be enrolled to receive orientation services.

b. What percentage of the target population does this represent?

Specific to the race/ethnicity target population (new-nonexempt students of African ancestry, Filipinos, Pacific Islanders, or Hispanics), figures in Table OR.3 show that 37% of students in this group received orientation services, 3 percentage points less than for all new-nonexempt students. Data in this table suggest that differences were related to enrollment status; first-time students from the race/ethnicity target group were less likely to receive orientation services than first-time new-nonexempt students in the general population (race/ethnicity target, 55%; all new-nonexempt, 61%). Data in Table OR.4 show that the specific race/ethnicity target sub-groups that had a percentage lower than that for all new-nonexempt students were the Black or African American (47%) and Hispanic (54%) groups. The percentage figure for Filipinos/Pacific Islanders, new new-nonexempt, who received orientation services was larger than the percentage for all new-nonexempt students (Filipinos, 66%; all new students, 61%).

TABLE OR.2**Orientation Services: Orientation Target Population Headcount by Enrollment Status and Orientation Service Status, De Anza College, 2014-15**

Enrollment Status	Target Population		Received Orientation Services	
	Headcount	Percent	Headcount	Percent
First-time	5,748	58%	3,519	61%
First-time transfer	4,244	42%	464	11%
Total	9,992	100%	3,983	40%

Notes

Target Population: New-nonexempt students who attempted at least 0.5 units in 2014-15 at the College. Data includes orientation services provided on or prior to the 2014-15 academic (e.g., spring of prior academic year).

TABLE OR.3

Orientation Services: Target Race/Ethnicity Group Student Headcount by Enrollment Status and Orientation Service Status, De Anza College, 2014-15

Enrollment Status	Target Ethnic/Race Group		Received Orientation Services	
	Headcount	Percent	Headcount	Percent
First-time	2,238	59%	1,233	55%
First-time transfer	1,585	41%	177	11%
Total	3,823	100%	1,410	37%

Notes

Target Race/Ethnicity Group: Black or African American, Filipino, Pacific Islander or Hispanic nonexempt students who attempted at least 0.5 units and who were new to the college, without a degree, during their first term at De Anza College in 2014-15.

Data includes orientation services provided on or prior to the 2014-15 academic (e.g., spring of prior academic year).

c. What steps are you taking to reduce any unmet need or to ensure student participation?

These modified orientation services will continue to be piloted during Fall 2015 and Winter 2016 quarters, along with the focused marketing campaign that will include increased communication with students prior to registration. The goal for 2015-2016 is to increase efforts to provide orientation services to a greater percentage of the target population. Through weekly program data evaluation and working closely with recently hired research analyst, staff will determine if all new, first-time high school graduates, and new, first-time transfer students are being served. If necessary, based on data review, services can be revised to meet College student success goals.

To increase participation by African American and Latino students, our new counselor will develop strategies that will better engage these student populations by working closely with our high school partners, faculty and programs on campus.

Student ambassadors will follow up with all new students that have not completed orientation and provide information and support to assist them in completing the orientation.

3. a. Are orientation services offered online?

Yes. The De Anza College online orientation has been developed and piloted for Fall 2015 to allow 24/7 accessibility for students to complete orientation prior to enrollment. The orientation will be evaluated and revised as needed.

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

We used the following technology to create and update the online orientation.

- iSpring Suite software: elearning authoring toolkit
- MS PowerPoint
- Omni Update (website platform)
- Adobe Professional

*These are software tools and not subscription based.

Staff support:

- Online orientation advisory group
- Technology Training Specialist
- SSSP online orientation subcommittee co-chairs

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

Topics covered in all orientations include the following:

- Academic expectations and progress
- Maintaining registration priority
- Prerequisite or co-requisite challenge process
- Maintaining Board of Governors Fee Waiver eligibility
- Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed
- Academic calendar and important timelines
- Registration and college fees; and
- Available education planning services.
- MyPortal, the electronic access to campus resources that includes, but is not limited to, previously referenced topics.
- Title IX – Sexual Harassment

Online orientation incorporates those topics as well as the *Preventing Domestic and Sexual Violence video*, mandated for orientation. The interactive video is available on computers or mobile devices and includes an accessible, text-based version.

There are opportunities for extended orientations through the Counseling Department classes (*Introduction to College*, Counseling 50).

5. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

<u># of FTE</u>	<u>Title</u>	<u>Role</u>	<u>Funding Source (SSSP/Match/GF)</u>
1.85	Counselors	Academic, career, and personal counseling to include orientation, counseling and advising, and follow-up.	SSSP/Match /GF
1.00	Academic Advisors	Conduct orientation sessions	SSSP
0.95	Administrative Assistants	Schedule orientations, workshops, appointments, reports MIS data, provides office support	SSSP/GF
0.10	Dean of Counseling and Student Success	Manage the Counseling and Student Success Division to include the orientation, counseling and advising, and follow-up components.	GF
0.15	Assoc VP of Student Services	Coordinates SSSP	GF
1.00	Communications	Support delivery of orientation services	GF
0.40	Student Success Specialist (Outreach)	Support delivery of orientation services	GF
0.75	Student Workers (Outreach)	Support delivery of orientation services	Match
1.00	Classified Hrly, Students, OT (Outreach)	Support delivery of orientation services	GF
7.20	Total		

6. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Supplies & Materials/printing	SSSP/GF	\$37,500.00
5000	Operating Expenses/conference travel, mileage, field trips	GF	\$5,000.00
6000	Equipment (Laptops for Orientation, Hot Spot, Batteries)	SSSP/GF	\$22,000.00
	Total		\$64,500.00

C. Assessment for Placement

1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?

Based on our 2014-15 Plan we formed a working group for Assessment that met regularly to discuss and develop strategies to improve our assessment process. The team comprised of the following:

- Dean of Physical Sciences, Mathematics and Engineering
- Dean of Language Arts
- AVP of Student Services
- Assessment Center Supervisor
- English Faculty

We worked with the Physical Sciences, Mathematics and Engineering (PSME) Division on a new retest policy for mathematics which provides a way for students to effectively prepare. (Several pilot studies were done on the process before it was implemented to determine what students should retest, based on placement scores, and how much reviewing was needed).

In collaboration with the English Department, a pilot project was developed to use high school grade point average (GPA) in student placement. The faculty came up with a tentative structure that would give students points (to be added to the Accuplacer Sentence Skills assessment result) based on the GPA. For example, if the GPA was 3.0-3.25, students would receive 7 additional points, while they would receive 20 points if the GPA was 4.0. This process is piloted for new incoming students in fall 2015.

We also reviewed Cal-Pass data, using retrospective analysis of students who enrolled at our college from Fremont Union High School District (our service area feeder district) and their course taking patterns and grades at De Anza. This information will be used to inform the Math Department in their discussion around assessment practices and multiple measures.

2. a. How many students were provided assessment services in 2014-15?

A total of 10,749 applicants or students received initial assessment services for placement in English, Mathematics, or ESL courses during the 2014-15 academic year at De Anza College (see Table AP.1). The target group for assessment/placement services were students that were nonexempt (without a college degree), new to De Anza College (first-time and first-time transfer), and attempted at least 0.5 units during this academic year. Within the new student population, other special groups targeted for these services were students of African ancestry, Filipino, Pacific Islanders, or Hispanics; veterans; and, foster youth.

TABLE AP.1

Assessment/Placement Services: Headcount for Students who Received Assessment or Placement Services in 2014-15 at De Anza College by Exempt Status

Exempt Status	Headcount	Percent
Directed	9,680	90%
Exempted-Degree	592	6%
Exempted-Other	477	4%
Total	10,749	100%

Notes

Exempted-Other: Special admit status or transcript evaluation.

Students do not need to be enrolled to receive assessment or placement services.

b. What percentage of the target population does this represent?

In Table AP.2, data shows that 69% (6,861 of 9,992) students in the general target new-nonexempt group received assessment/placement services in 2014-15 or prior to this academic year (e.g., spring 2014). Similar to results for orientation services in Section II, data in this table show that first-time students were significantly more likely to receive placement services than first-time transfer students (first-time, 87%; first-time transfer, 44%).

Statistics for the race/ethnicity target group in Table AP.3 show that 71% of students in this group received initial assessment/placement services in 2014-15 at the College or during the prior academic year, slightly higher than for all new-nonexempt students (race/ethnicity target, 71%; new-nonexempt, 69%). Regarding enrollment status, figures in Table AP.3 show only some differences for first-time transfer students regarding the percentage of students served (race/ethnicity target, 48%; new-nonexempt, 44%).

TABLE AP.2

Assessment/Placement Services: General Target Population Headcount by Enrollment Status and Assessment/Placement Service Status, De Anza College, 2014-15

Enrollment Status	General Target Population		Received Assessment or Placement Services	
	Headcount	Percent	Headcount	Percent
First-time	5,748	58%	4,981	87%
First-time transfer	4,244	42%	1,880	44%
Total	9,992	100%	6,861	69%

Notes

Target Population: Nonexempt students who attempted at least 0.5 units and who were new to De Anza College (first-time and first-time transfer without a degree) during their first term in 2014-15. It includes services provided on or prior to the 2014-15 academic (e.g., spring of prior academic year).

TABLE AP.3

Assessment/Placement Services: Target Race/Ethnicity Group Student Headcount by Enrollment Status and Assessment/Placement Service Status, De Anza College, 2014-15

Enrollment Status	Race/Ethnicity Target Population		Received Assessment or Placement Services	
	Headcount	Percent	Headcount	Percent
First-time	2,238	59%	1,957	87%
First-time transfer	1,585	41%	762	48%
Total	3,823	100%	2,719	71%

Notes

Target Race/Ethnicity Group: Black or African American, Filipino, Pacific Islander or Hispanic non-exempt students who attempted at least 0.5 units and who were new to the college, without a degree, during their first term at De Anza College in 2014-15. It includes services provided on or prior to the 2014-15 academic (e.g., spring of prior academic year).

TABLE AP.4

Assessment/Placement Services: Target Race/Ethnicity Subgroup Student Headcount by Enrollment Status and Assessment/Placement Service Status, De Anza College, 2014-15

Enrollment Status	Race/Ethnicity Target Subgroup		Received Assessment or Placement Services	
	Race	Headcount	Headcount	Percent
First-time	Black or African American	282	218	77%
	Filipino/Pacific Islander	558	507	91%
	Hispanic	1,707	1,498	88%
Total		2,238	1,957	87%
First-time transfer	Black or African American	302	123	41%
	Filipino/Pacific Islander	402	205	51%
	Hispanic	1,122	557	50%
Total		1,585	762	48%

Notes

Data includes non-exempt students who attempted at least 0.5 units and who were new to De Anza College, without a degree, during their first term in 2014-15 and received services at this College on or prior this academic year (e.g., spring of prior academic year).

TABLE AP.5

Assessment/Placement Services: Target Special Group Student Headcount by Enrollment Status and Assessment/Placement Service Status, De Anza College, 2014-15

Group	Enrollment Status	Headcount	Received Assessment or Placement Services	
			Headcount	Percent
Veterans	First-time	51	46	90%
	First-time transfer	100	69	69%
Total		151	115	76%
Foster Youth	First-time	75	57	76%
	First-time transfer	51	25	49%
Total		126	82	65%

Notes

It includes non-exempt students who attempted at least 0.5 units and who were new to De Anza College, without a degree, during their first term in 2014-15 and received services at this College on or prior this academic year (e.g., spring of prior academic year).

c. What steps are you taking to reduce any unmet need or to ensure student participation?

To increase participation of incoming high school students, De Anza is working in collaboration with our high school partners and increasing the number of high schools that participate in on-site assessment at the high school. As a result, Assessment and Outreach staff offered assessment services at 36 high schools and assessed 1,218 students. These figures represent an increase by 10 high schools and 51 students from 2013-14.

Foster youth and veterans are strongly encouraged to take the placement tests when they meet with counselors for an initial orientation. They also learn from the College website that their registration priority improves if they have taken the placement tests, done an educational plan and have attended orientation.

Transfer students who have taken college level English or mathematics courses at other institutions may not need to take placement tests. These students submit transcripts for evaluation and then receive either course placement or instructions on how to take one or more placement tests. Approximately, 1,200-1,500 students receive prerequisite clearances each quarter based on prior college coursework.

We continue to enhance our Assessment website to provide students with relevant information and encourage them to understand the significance of assessment.

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

New students can select a testing date and time online. As part of the appointment process, they are told about the importance of preparation, the retest policies and given links for

sample questions. Students cannot schedule an appointment until they check a box for each of the items above indicating they understood the information. (Students who schedule an appointment in person or register as a standby are given hard copy handouts of the same information and have to check similar boxes.)

On the day of the test, students go to the Assessment lab at the designated time. They then do the writing sample, if doing English or ESL, or start on the computer if doing mathematics.

For students taking mathematics assessment, they are given four questions representative of the content covered in the four mathematics placement tests. Students select the question they believe best represents their mathematics ability and then start the test associated with that question. If students do not score high enough on the selected test to receive a placement, they automatically are given a lower test. If students score very high on a test, they are given the option to take a higher level test. In 2014-15, 94% of students took two tests or less during the mathematics assessment process.

At the end of the testing session, students receive a printout indicating their mathematics placement and how to find out about their English or ESL placement. (As the English and ESL placement is dependent on the evaluation of the writing sample, placements are available within one week of the testing session.)

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.
 - English: College Board Accuplacer Reading Comprehension and Sentence Skills, 30 minute writing sample read by the faculty
 - Mathematics: College Board Accuplacer Arithmetic, Elementary Algebra and College Level Math, Calculus readiness test developed by the faculty
 - ESL: ACTT CELSA, 30 minute writing sample read by the faculty

b. When were tests approved by the CCCCCO and what type of approval was granted?

Calculus readiness test and the ESL writing sample have full approval and on the list on the Chancellor's office website. The English writing sample had probationary approval and is up for review in winter 2015.

c. When were disproportionate impact and consequential validity studies last completed?

Disproportionate impact is reviewed at the beginning of each quarter. Consequential validity is done as part of the validation studies.

5. a. What multiple measures are used?

The English and ESL writing samples are scored holistically by the ESL and English faculty, respectively. Several years ago, the Language Arts and Physical Sciences, Mathematics and Engineering leadership reviewed a list of multiple measure questions published by College

Board. Three items were selected by each division. These items act as a structured interview for each student about outside activities and resources for learning.

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

The writing samples are a key part of the ESL and English placement process. The faculty who review the writing samples are familiar with the rubric and the content of the various courses, and so use a writing sample and the online computer assessment (CELSA or Accuplacer) as evidence of a student's English ability.

The College Board questions were given a certain point value, so that if a student answered each question appropriately, three points would be added to the test score. (The divisions wanted the questions to make a difference for only those students who were near the cut scores.)

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

Title 5, section 55502 defines multiple measures as: "Multiple measures" are a required component of a district's assessment system and refer to the use of more than one assessment measure in order to assess the student. Other measures that may comprise multiple measures include, but are not limited to, interviews, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, education and employment histories, and military training and experience. Based on this definition, the writing samples and the items selected by the instructional divisions meet the definition of multiple measures in Section 55502.

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

De Anza will accept Foothill College's Accuplacer scores but our placements may differ. De Anza will accept College Board Accuplacer test scores from other schools but students may still need to do a writing sample for an English placement. De Anza does not accept tests from adult education programs.

7. How are the policies and practices on re-takes and recency made available to students?

Initially, students learn about the retest policy when they schedule an appointment for a placement test, regardless of whether the appointment is made at the Assessment Center or online. Proctors also review specific policies and practices on retesting when students complete their placement testing as they are most receptive to the information at that time. Students can also learn about the retest and recency policies by going to the Assessment Center website and clicking on the Retest Policies link in the left side of the page.

8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.00	Administrative Assistant	Schedule assessments, workshops, appointments, reports MIS data, provides office support	SSSP
0.10	Dean of Enrollment Services	Supports delivery of assessment/placement services	GF
0.10	Assoc VP of Student Services	Supports delivery of assessment/placement services	GF

9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Supplies & Materials/printing	SSSP/GF	\$5,700.00
5000	Operating Expenses/assessment tools & licenses	SSSP	\$40,000.00
	Total		\$45,700.00

D. Counseling, Advising, and Other Education Planning Services

1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?

During the 2014-2015 fall, winter, and spring quarters counseling services were delivered on a 'drop-in' process, with appointments for special services i.e., veterans, financial aid, and probation. For the summer 2015 quarter an 'appointment' process was piloted to increase the number of students served. This appeared to be successful, however the data is currently under review. De Anza will be offering multiple delivery modes and activities for counseling services, to include appointment, drop-in, and quick-questions for all students. Counseling services will also be included in the focused marketing campaign.

During the 2014-15 year, EOPS clarified the difference between the Student Success Support Program (SSSP) and EOPS/CARE mandated requirements. A SSSP Abbreviated Academic Plan was defined as one or more quarters in Degree Works (DW). An EOPS/CARE Abbreviated Academic Plan was defined as a three quarter educational plan (drafted on paper). The SSSP Comprehensive Academic Plan was defined as least three quarters in DW. EOPS/CARE Comprehensive Academic Plan was identified as MAP (Multi-year Academic Plan) and included at minimum a two-year plan. Also, the MAP is EOPS/CARE paper plan, while Degree Works was

the electronic version of academic plan. The EOPS Counseling/Advising staff developed a system to identify that students had both a MAP and DW academic plan.

Our Disability Support Programs and Services (DSPS) implemented Clockwork, an electronic resource students can use to request services through our Disability Support Services (DSS) and to schedule appointments with DSS counselors and Learning Disability Specialists.

2. a. How many students were provided counseling, advising and education planning services in 2014-15?

During the 2014-15 academic year, a total of 21,462 applicants or students received counseling, advising or education planning services at De Anza College (see Table CN.1). These included services that covered, among others, issues related to college follow-up orientation, career advising, education planning, or counseling. When taking into account student enrollment at the College, about 52% of the student population (students who attempted at least 0.5 unit, excluding those with special admit status) at the College received these services during the academic year (14,447 out of 33,239), as shown in Table CN.2. The data in this table also show that first-time and continuing students seem to be the groups that most benefits of these of services (first-time, 73%; continuing, 52%).

TABLE CN.1

Counseling, Advising, and Education Plan Services: Student Headcount by Service Provided, De Anza College, 2014-15 Academic Year

Service	Headcount	Percent
Counseling & Advising	13,742	64%
Follow-up Orientation, Counseling, or Placement Services	12,221	57%
Education Planning, Initial & Follow-up	11,103	52%
Total Unduplicated	21,462	100%

Notes

Students do not need to be enrolled to receive some of these services (e.g., education planning services).

TABLE CN.2**Counseling, Advising, and Education Plan Services: Student Headcount by Service Provided and Enrollment Status, De Anza College, 2014-15**

Enrollment Status	Headcount	Received Services	
		Headcount	Percent
First-time	5,748	4,215	73%
First-time transfer	6,455	1,945	30%
Returning	6,950	2,495	36%
Continuing	14,086	8,792	62%
Total	33,239	17,447	52%

Notes

Data only include students who attempted at least 0.5 units at De Anza College in 2014-15, and were not identified as special admit during their first term at the College during the academic year.

b. What percentage of the target population does this represent?

Statistics for the race/ethnicity target group at the College (students of African ancestry, Filipinos, Pacific Islanders or Hispanics) in Table CN.3 show a slightly higher percentage of students served for the target race/ethnicity target group, when compared to the general student population (target race/ethnicity, 54%; all students, 52%). After segregating the data by specific race/ethnicity target group, data in Tables CN.4 and CN.5 show higher percentages of students served for first-time Filipino/Pacific Islander students than the other race/ethnicity target subgroups, but lower percentages in other enrollment status categories (e.g., first-time transfer, returning, continuing). Black or African American and Hispanic first-time students showed lower percentage figures for students served, when compared to Filipinos/Pacific Islander or the general student population (Black or African American, 67%; Hispanics, 69%; Filipino/Pacific Islander, 75%; all students, 73%).

TABLE CN.3
Counseling, Advising, and Education Plan Services: Student
Headcount by Service Provided for Target Race/Ethnicity
Population, De Anza College, 2014-15

Race/Ethnicity Target		Received Support Services	
Subgroup	Headcount	Headcount	Percent
Black or African American	1,779	981	55%
Filipino/PacificIslander	2,933	1,527	52%
Hispanic	8,325	4,583	55%
Total	11,387	6,209	54%

Notes

Data only include students who attempted at least 0.5 units at De Anza College in 2014-15, and were not identified as special admit during their first term at the College during the academic year.

TABLE CN.4

Counseling, Advising, and Education Plan Services: Student Headcount by Service Provided and Enrollment Status for Target Race/Ethnicity Population, De Anza College, 2014-15

Enrollment Status	Target Headcount	Received Support Services	
		Headcount	Percent
First-time	2,238	1,574	70%
First-time transfer	1,977	698	35%
Returning	2,367	998	42%
Continuing	4,805	2,939	61%
Total Target	11,387	6,209	55%

Notes

Data only include students who attempted at least 0.5 units at De Anza College in 2014-15, and were not identified as special admit during their first term at the College during the academic year.

TABLE CN.5

**Headcount by Student Success and Support Service Provided
and Enrollment Status for Detailed Race/Ethnicity Target Population, De Anza
College, 2014-15**

Enrollment Status	Detailed Race/ethnicity Target Population		Received Support Services	
	Race	Headcount	Headcount	Percent
First-time	Black or African American	282	190	67%
	Filipino/Pacific Islander	558	418	75%
	Hispanic	1,707	1,173	69%
First-time transfer	Black or African American	378	134	35%
	Filipino/Pacific Islander	517	169	33%
	Hispanic	1,380	504	37%
Returning	Black or African American	422	199	47%
	Filipino/Pacific Islander	618	247	40%
	Hispanic	1,690	712	42%
Continuing	Black or African American	697	458	66%
	Filipino/Pacific Islander	1,240	693	56%
	Hispanic	3,548	2,194	62%

Notes

Data only include students who attempted at least 0.5 units at De Anza College in 2014-15, and were not identified as special admit during their first term as the College during the academic year.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

- Modified counseling services will continue to be piloted during the fall 2015 and winter 2016 quarters and a review of attendance, as well as, total number of abbreviated and comprehensive educational plans will provide data to determine if these modification should be permanently incorporated beginning spring 2016.
- De Anza will develop a more comprehensive marketing package that will align all student success services.

- Counseling, advising, and education planning services are provided for non-exempt students throughout the academic year.
 - Counseling, advising, and education planning services will be marketed to prospective new students earlier in the winter before high school graduation, more often with ongoing connections through the summer, and continuously after enrollment until goals have been met.
 - Student ambassadors will continue to train potential students in DegreeWorks, which will help students develop their education plans. This process will reduce the educational plan appointment times for review and approval.
 - Promotion of the value of 'priority registration' will be increased.
 - De Anza currently utilizes online advising through an email system. For 2015-2016 e-advising (real-time) will be investigated as the next step to meet online advising requirements for all online students.
 - For EOPS students, the EOPS mutual responsibility contract requires every student that participates in the program to receive counseling and advising services to remain eligible and active in the program.
 - In DSPS, we have reconfigured offices so that DSS counselors and LD Specialists are now located in one location, using the same computer program, Clockwork to schedule appointments. We are also sending emails to DSS students reminding them to see a DSS counselor.
3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).
- In person – beginning fall 2015 counselors and academic advisors meet with students, by appointment and drop-in, to assist in developing student abbreviated and comprehensive educational plans, review probation status, progress in course work including pre-collegiate basic skills courses.
 - Workshops – new student orientation, probation, and high school orientation workshops are conducted to assist students in becoming familiar with college-life, and strengthening student retention.
 - The Counseling and Student Success Division currently offers CNSL 50 – Introduction to College.
 - Summer Bridge, Math PS, Puente Project, First Year Experience and Sankofa Scholar students are members of instructional Learning Communities that have pre-determined links or paired courses.
 - EOPS/CARE students are required to meet with program counselors/advisors twice per quarter to develop and review their academic plans and address any academic or personal issues or concerns the students may have. In addition, The EOPS program provides a wide array of additional services to eligible program participants including personal counseling, financial assistance, priority registration and transfer assistance.
 - DSS and the Educational Diagnostic Center (EDC) offer in person counseling and advising, informational workshops for incoming high school students, FTES generating courses, specifically Special Education, Guidance and Physical Education/Adapted.

b. Is drop-in counseling available or are appointments required?

- 'Drop-in' counseling has been the process used, however De Anza piloted individual appointments for summer 2015. This appointment pilot will continue through fall 2015, while retaining 'drop-in' (quick questions).
- 15-minute abbreviated educational plan appointments immediately following new student orientations.
- 30-minute counseling appointments are required for comprehensive educational plans.

c. What is the average wait time for an appointment and drop-in counseling?

[TK FROM COUNSELING]

- EOPS/CARE students can schedule a thirty (30) minute appointment before the quarter starts to develop or review an academic plan. Because EOPS/CARE students have developed relationship with a counselor/advisor, the wait time for an appointment may vary between two (2) to Three (3) weeks for an appointment.
- Drop-in counseling is available four days a week. EOPS/CARE students are aware that drop-in counseling is for quick questions. Drop-in counseling is available for 10 minutes and is scheduled for 1 and ½ hours per day.

4. a. Describe the type of assistance provided to students to develop an abbreviated student education plan and the scope and content of the plan.

- There are multiple ways students can develop an abbreviated educational plan. High school students can develop an abbreviated educational plan during orientation sessions that are held at the various high school campuses as well as during orientation session held at the college.
- Other new students can develop an abbreviated educational plan by attending an orientation session at the college. Immediately following these sessions students flow into individual 15-minute abbreviated educational plan appointment.
- During orientation, students learn to select courses based on their assessment placement scores. They are encouraged to enroll in Math, English and Counseling 50 (previously Counseling 200) courses during their first quarter. Students also learn about Degree Audit and DegreeWorks, a part of the Banner educational information system that enables students to explore course selection and major requirements.
- Student ambassadors will continue to train potential students in DegreeWorks, which helps students develop their education plans. This process will reduce the educational plan appointment times for review and approval.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

During orientation sessions, students are introduced to the steps in developing a comprehensive educational plan using Degree Audit and DegreeWorks. Some students are able to develop comprehensive educational plans on their own or through the assistance of student ambassadors. However, there are many other students who need assistance in developing a comprehensive educational plan. Given that many new students are recent high school graduates, they may need assistance in deciding on a major that is the foundation of a comprehensive educational plan; developmentally, it is appropriate that most 18-20 year olds are uncertain about their major or career path. Counseling courses assist students in discerning their major and career selection. Athletics, CalWORKs, DSPS, EOPS students develop their comprehensive education in consultation with their program counselors.

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

De Anza College uses Degree Works to assist with students developing preliminary educational plans, academic advising, transfer articulation, and degree audits. SARs is an appointment scheduling and reporting system that is used in several student service areas.

College Source: An online system that allows access to college course catalogs. Students are able to access the course catalogs to learn about other college and university academic programs as well as transfer requirements. De Anza College has an annual subscription for this service, which is also used for transcript evaluation.

DegreeWorks: A Banner-compatible, third-party (Ellucian) tool for degree audit and educational plan development. Counselors and staff also use and teach students how to use ASSIST and CSUMentor to develop major and transfer plans.

SARS: System used to schedule appointments and capture data regarding the types of services delivered.

ASSIST: A widely used web-based tool that allows students to learn about UC and CSU degree and course requirements.

UC Admission Planner: Online planning tool that allows students to enter their completed and planned coursework to obtain an understanding of the UC transfer requirements. Students use this tool in collaboration with their counselor.

UC Transfer Admission Guarantee (TAG): Students access information related to major, degree, transfer requirements as well as application deadlines.

UC Davis MOU: major selection, requirements preparation and planning.

CSUMentor: Includes a tab-categorized format that allows students to learn about the CSU system and its universities (Explore CSU shows students the numerous majors and degree

programs); Plan for College; Apply Online, and Financial Aid.

ADT E-Verify: Students learn about De Anza College Associate Degrees for Transfer that guarantee transfer to CSUs.

Virtual Career Library, California Career Café, Eureka/True Colors, and Myers-Briggs Type Inventory: Various career exploration tools

- Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
33.45	Counselors	Academic, career, and personal counseling to include orientation, counseling and advising, and follow-up.	SSSP/Match/GF
6.75	Academic Advisors	Provide academic advising, lead workshops, develop educational plans	SSSP
3.25	Administrative Assistants	Schedule appointments, provides office support	SSSP/GF
1.00	Evaluation Specialist	Evaluates and assesses student records, transferable units, degree audit	SSSP
0.75	Dean of Counseling and Student Success	Manage the Counseling and Student Success Division to include orientation, counseling and advising, and follow-up.	GF

- Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Supplies & Materials/printing	SSSP/GF	\$22,000.00
5000	Operating Expenses/conference & travel	SSSP	\$7,000.00
6000	Equipment/Laptops, software	SSSP	\$30,000.00
	Total		\$59,000.00

E. Follow-Up for At-Risk Students

- Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

[MORE TK FROM COUNSELING]

Academic Probation occurs when a student has attempted at least 18 quarter units and earned a cumulative GPA below 2.0. There are **five levels of academic probation**: Level 1, 2, 3, Pre-Dismissal and Dismissal.

Students will be placed on academic probation each quarter (excluding summer) as long as their cumulative GPA is below a 2.0.

Students will advance to the next level of academic probation in each consecutive enrolled quarter in which they do not earn a cumulative GPA of 2.0. Students who earn a cumulative GPA below 2.0 in all units attempted in each of the five consecutive enrolled quarters will be in Dismissal status.

2. a. How many students were provided follow-up services in 2014-15?

In the 2014-15 academic year, a total of 18,675 or about 54% of all students enrolled (34,469) received follow-up services at De Anza College (see Table FL.1). These services were mainly targeted to students who have not yet declared a major or education goal, enrolled in at least one basic skills course, or were placed in academic probation/dismissal by the College. Data in Table FL.2 show that close to 40% of the applicable student population (excluding special admit students) at De Anza fall within at least one of these at-risk categories or groups, particularly in the basic skills category (26%). Figures in Table FL.2 show that 60% (7,786 of 12,972) of students classified as at-risk were served by the College. Data in this table also show that 54% the 4,320 students on academic probation received some type of follow-up services; however, further review of the data show that only 24% (1,040) of these students received services specific to academic probation (excluding all other types of follow up services).

Regarding enrollment status and group differences, data in Table FL.3 show that first-time students had the most need for this type of service, 70%, particularly in the area of basic skills (62%). First- timers were also the ones in most need of academic probation/dismissal services (18%; followed by continuing students, 13%); a rather unexpected finding given that it would take at least 18 units (at least two quarters) for students for to be placed in academic probation. The data also showed that 62% of first-timers in need of these services actually received them; compared to 71% for continuing students. First-time transfer and returning students showed both, the lowest percentage regarding having the need or receiving this type of service.

TABLE FL.1**Follow-Up for At-Risk Students: Headcount by Service Provided, De Anza College, 2014-15**

Service	Headcount	Percent
Follow-up Service		
Academic Probation*	1,370	7%
Orientation	233	1%
Placement/Assessment	9,181	49%
Education Plan	4,809	26%
Counseling/Advising	5,896	32%
Unduplicated Count	18,675	100%

Notes

Based on MIS SS report, SS10 (Academic Progress-Probation) and SS11 (follow-up services).

*Academic probation may include students not officially on probation during the term/academic year when the services were provided. Follow-up services are only reported for follow-up terms (not during the first term at the College).

TABLE FL.2**Follow-Up for At-Risk Students: Student Headcount by At-Risk Group and Service Status, De Anza College, 2014-15**

At-Risk Group	Headcount	Percent	Received Follow-Up Service	
			Headcount	Percent
Academic Probation/Dismissal	4,320	13%	2,470	57%
Basic Skills	8,617	26%	5,848	68%
Undecided Major or Goal	2,846	9%	1,318	46%
Unduplicated At-Risk	12,972	39%	7,786	60%
College Student Population	33,239	100%		

Notes

Data only include students who attempted at least 0.5 units at De Anza College in 2014-15; excludes special admit students.

Undecided Major or Goal: Based on initial major or education goal; this group only includes non-exempt students (not special admits, less than an associate degree during their first term at De Anza College in 2014-15).

Basic Skills: Attempted at least one basic skills course during the academic year.

Academic Probation/Dismissal: Students was classified as being in probation or academic dismissal any term during the academic year.

TABLE FL.3

Follow-Up for At-Risk Students: Student Headcount by Enrollment Status, At-Risk Group and Service Status, De Anza College, 2014-15

Enrollment Status/At-Risk Group	Received Follow-Up Service			
	Headcount	Percent	Headcount	Percent
First-Time				
-Academic Probation/Dismissal	1,024	18%	556	54%
-Basic Skills	3,570	62%	2,341	66%
-Undecided Major or Goal	491	9%	197	40%
-At least one group	4,032	70%	2,496	62%
-Not At-Risk	1,716	30%		
Total	5,748	100%		
First-Time Transfer				
-Academic Probation/Dismissal	333	5%	201	60%
-Basic Skills	933	14%	475	51%
-Undecided Major or Goal	557	9%	95	17%
-At least one group	1,632	25%	686	42%
-Not At-Risk	4,823	75%		
Total	6,455	100%		
Returning				
-Academic Probation/Dismissal	1,067	15%	569	53%
-Basic Skills	779	11%	490	63%
-Undecided Major or Goal	483	7%	151	31%
-At least one group	1,961	28%	1,050	54%
-Not At-Risk	4,989	72%		
Total	6,950	100%		
Continuing				
-Academic Probation/Dismissal	1,896	13%	1,144	60%
-Basic Skills	3,335	24%	2,542	76%
-Undecided Major or Goal	1,315	9%	875	67%
-At least one group	5,332	38%	3,801	71%
-Not At-Risk	8,754	62%		
Total	14,086	100%		

Notes

Data include students who attempted at least 0.5 units at De Anza College in 2014-15. Follow-up-service: Based on MIS SS report: SS08 (Counseling), SS10 (AcademicProgress- Probation), and SS11 (follow-up services).

b. What percentage of the target population does this represent?

For the race/ethnicity target group, data in Table FL.4 show this group as having a greater need for follow-up services, when compared to the general student population (race/ethnicity target, 47%; College population, 39%). Significant differences were shown on the basic skills category (race/ethnicity target, 31%; College population, 26%) and academic probation (race/ethnicity target, 22%; College population, 13%). Data also showed that first-timers in the race/ethnicity target groups were the ones with greatest need or most at-risk, 76% (see Table FL.5); however, not that much different that all first-time students, 70% (see Table FL.3).

Specific to the subgroups in the race/ethnicity target group, data in Table FL.6 show that close to half of all Hispanics and Black or African American students were classified as at-risk (Black or African American, 46%; Hispanic, 49%). When taking into account enrollment status, Table FL.7 show first-time Hispanic and Filipino/Pacific Islander students with the highest percentage figures for at-risk students, 77% and 73%, respectively; however these groups showed the lowest figures for students served (Hispanic, 56%; Filipino/Pacific Islander, 57%).

TABLE FL.4

Follow-Up for At-Risk Students: Student Headcount for Race/Ethnicity Target Group by At-Risk Group and Service Status, De Anza College, 2014-15

At-Risk Status	Headcount	Percent	Received Services Headcount	Received Services Percent
Academic Probation/Dismissal	2,481	22%	1,442	58%
Basic Skills	3,473	30%	2,285	66%
Undecided Major or Goal	875	8%	417	48%
At least one group	5,336	47%	3,187	60%
Not Follow-up	5,952	52%		
All	11,387	100%		

Notes

Target Race/Ethnicity Group: Students who identified themselves as Black or African American, Filipino, Pacific Islander, or Hispanic.

TABLE FL.5

Follow-Up for At-Risk Students: Student Headcount for Race/Ethnicity Target Group by At-Risk Group by Enrollment Status and Service Status, De Anza College, 2014-15

Enrollment Status	Original Headcount	At-risk Headcount	At-risk Percent	Received Services Headcount	Received Services Percent
First-time	2,238	1,696	76%	976	58%
First-time transfer	1,977	592	30%	289	49%
Returning	2,367	940	40%	519	55%
Continuing	4,805	2,108	44%	1,403	67%
Total	11,387	5,336	47%	3,187	60%

Notes

Target Race/Ethnicity Group: Students who identified themselves as Black or African American, Filipino, Pacific Islander, or Hispanic.

TABLE FL.6

Follow-Up for At-Risk Students: Student Headcount for Race/Ethnicity Target Subgroup and Service Status, De Anza College, 2014-15

Race/Target Subgroups	Original Headcount	At-risk Headcount	At-risk Percent	Received Services Headcount	Received Services Percent
Black or African American	1,779	815	46%	541	66%
Filipino/Pacific Islander	2,933	1,145	39%	661	58%
Hispanic	8,325	4,059	49%	2,400	59%
All	11,387	5,293	46%	3,187	60%

Note

Data include only student with least 12 units attempted during one term in 2014-15, and enrollment status equal to first-time, first-time transfer, returning, or continuing.

TABLE FL.7

Follow-Up for At-Risk Students: Student Headcount for Race/Ethnicity Target Subgroup and Service Status, De Anza College, 2014-15

Enrollment Status/ Race/Ethnicity Subgroup	Original Headcount	At-risk Headcount	At-risk Percent	Received Services Headcount	Received Services Percent
First-time					
Black or African American	282	191	68%	127	66%
Filipino/Pacific Islander	558	408	73%	230	56%
Hispanic	1,707	1,314	77%	741	56%
Total	2,238	1,696	76%	976	58%
First-time transfer					
Black or African American	378	121	32%	66	55%
Filipino/Pacific Islander	517	124	24%	59	48%
Hispanic	1,380	426	31%	207	49%
Total	1,977	592	30%	289	49%
Returning					
Black or African American	422	182	43%	114	63%
Filipino/Pacific Islander	618	187	30%	101	54%
Hispanic	1,690	702	42%	378	54%
Total	2,367	940	40%	519	55%
Continuing					
Black or African American	697	321	46%	234	73%
Filipino/Pacific Islander	1,240	426	34%	271	64%
Hispanic	3,548	1,617	46%	1,074	66%
Total	4,805	2,108	44%	1,403	67%

c. What steps are you taking to reduce any unmet need or to ensure student participation?

[TK FROM COUNSELING]

3. a. What types of follow-up services are available to at-risk students?

[MORE TK FROM COUNSELING]

Students on probation, both academic and progress, are required to complete the following steps:

- Probation interventions are subject to change.
- **Level 1: Basic** probation students do not have a hold on their registration. Students are invited to complete the Online Student Success Probation Workshop to ensure their academic success.
- **Level 2: Moderate** probation students do not have a hold on their registration. Students are invited to complete the Online Student Success Probation Workshop to ensure their academic success. .
- **Level 3: Severe** probation students have a hold on their registration and must complete the Student Success Workshop. **Level 4 - Pre-Dismissal** probation students have a hold on their registration and must complete the **Academic Progress Report** form and meet with a counselor.
- **Level 6 - Dismissal** probation students have a hold on their registration and must take a leave of absence from De Anza College for one quarter. Students have the option to complete the **Academic Progress Report** form and then meet with a counselor to file an appeal for academic dismissal.
- **Re-admission** - students that have sat out for one quarter, need to see a counselor and complete the Readmission Student Success Plan
- **Progress Probation** occurs when a student has attempted at least 18 quarter units and the percentage of "W," "I," and "NP" received in those units reaches or exceeds 50%. If a student is on progress probation for 5 consecutive quarters, he/she must take a leave of absence from De Anza College for one quarter.
- Current services (interventions) to return students to good academic standing are listed below:
- Time management workshops
- *Counseling Courses:* Life Skills for College (Human Development—HUMA 20) and Understanding and Managing Stress (Human Development—HUMA 50) are courses designed to assist students in learning skills and techniques that will help them succeed academically.
- *Student Success Center:* Tutoring and academic skill workshops and courses are offered to strengthen skills that lead to academic success.
- *Psychological Services:* Support for students dealing with family issues, personal relationship difficulties, anxiety, stress, depression, sexual identity issues, adjustment difficulties, difficulty making decisions or choices, bereavement, bullying and harassment, body image crisis, and substance misuse issues.
- *Health Services:* Medical services are available for students who may have diagnosed or undiagnosed medical conditions. Certain conditions can interfere with students' academic performance.

- *Disability Support Programs and Services (DSP&S)*: Learning disabilities, academic accommodations and assistive technology are available to provide access to academic and student services.

b. How and when are students notified of these services?

[TK FROM COUNSELING]

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

[TK FROM COUNSELING]

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

[TK FROM COUNSELING]

4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
2.95	Counselors	Provide counseling and follow up for at-risk students, and students at various levels of academic probation	SSSP/Match/GF
1.25	Academic Advisors	Provide follow up and academic advising services, and workshops	SSSP
0.80	Administrative Assistants	Schedule appointments, provide office support	SSSP/GF
0.10	Dean of Counseling and Student Success	Provide division leadership for delivery of follow-up services to at-risk students	GF
0.05	Assoc VP of Student Services	Provide college wide leadership of follow-up services to at-risk students	GF
0.10	Student Success Specialist (Outreach)	Support delivery of follow-up services to at-risk students	GF
2.00	Student Workers (Math Perf Success)	Support delivery of follow-up services to at-risk students	Match (DASB)
0.75	Student Workers (Student Succ & Ret)	Support delivery of follow-up services to at-risk students	Match (DASB)
8.00			

5. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Supplies & Materials/printing	SSSP	\$7,717.00
6000	Equipment/software (Star Fish, SARS, Degree Works, other)	SSSP	\$39,000.00
	Total		\$46,717.00

F. Other SSSP/Match Expenditures

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

# of FTE	Title	Role	Funding Source
1.00	Articulation Officer/Transfer Services Coordinator	Coordinator of Articulation and Transfer Services	GF
0.05	Dean of Counseling and Student Success	Oversees Counseling Services	GF
0.90	Dean of Enrollment Services	Oversees Admissions & Records, Assessment and Veterans Offices	GF
0.70	Associate VP of Student Services	Coordinator of Student Success	GF
1.00	Administrative Assistants (Transfer)	Supports delivery of SSSP	GF
2.00	Articulation Admin. Assist & Specialist	Supports delivery of SSSP	GF
3.00	Cashiering Services	Oversees cashiering functions for the campus	GF
12.00	Enrollment Services	Provides Admissions & Records, Veterans, Other Services.	GF
2.00	Institutional Research	Provides direct SSSP and other Research assist	GF
0.75	Classified Hourly (Cashier)	Part-time cashiers office assistants.	GF
0.25	Classified Hourly (Transfer)	Part-time assistants for Transfer Services Department	GF
1.50	Classified Hourly (Admission & Records)	Part-time assistants for Admissions & Records Department	GF
25.15	Total		

2. List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source	Amount
4000	Supplies & Materials/printing	GF	\$17,500.00
5000	Operating Expenses/conference & travel	GF	\$3,642.00
	Total		\$21,142.00

SECTION III. POLICIES**A. Exemption Policy**

1. Provide a description of the college or district's adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

Students who are not enrolled to attain a degree or certificate of achievement, transfer, or completion of a basic skills or English as a Second Language course sequence are *exempt from orientation, assessment, and counseling and advising* at De Anza College. In general, these students are from the following subgroup populations:

- students concurrently enrolled in grades K-12
- students concurrently enrolled at a four-year college or university
- students taking courses to improve their employment opportunities or for in-service training
- students taking courses for personal development or enrichment

In addition, De Anza College *exempts from one or more components* of the SSSP-required services the following students:

- those who have an associate or higher degree from a U.S. college or university are exempt from orientation and counseling and waive from placement testing (college transcript as proof of English and Math completion is required)
- those who have completed college coursework in Reading, Writing, and/or Math at another college may be credited with assessment and may be waived from placement testing (college transcript as proof of English and Math completion is required)
- those who have completed 12.0 or more units at another college, including an orientation course or service, may be credited with orientation upon consultation with the appropriate staff member

The aforementioned exempt students are given the option to participate in SSSP services, including orientation, assessment, educational planning, education program selection, major selection, counseling and advising and other student services.

2. What percentage of your student population is exempt (list by category)?

In 2014-15, 20% of the student population (6,902 unique students) was exempt from receiving SSSP-required services.⁴ These students are from the aforementioned four subgroups:

Subgroup 1: concurrently enrolled in grades K-12 = 1,104

Subgroup 2: concurrently enrolled at a four-year college or university = 2,349

⁴ Source: 2014-15 ODS

Subgroup 3*: taking courses to improve employment opportunities or for in-service training = 2,667

Subgroup 4**: taking courses for personal development or enrichment = 2,027

The four exempt student *subgroups are not mutually exclusive* categories. For example, there are concurrently enrolled high school students who indicated their educational goal is to formulate career plans/goals or to develop their education. Therefore, these students are captured in subgroups 1 and 4.

*Students who indicated their educational goal is to complete high school credits, maintain certificate/license, advance in current job/career, or prepare for new career

**Students who indicated their educational goal is to formulate career plans/goals or develop education

B. Appeal Policies

Describe the college's student appeal policies and procedures. If these policies are posted on the college's website, also provide the link below.

Appeals related to SSSP occur under *General Petition* and *Enrollment Priority Registration Appeal*. Students could make appeals by completing and submitting the forms to Admissions and Records.

The dean of Admissions and Records review general petitions pertaining to course repetition, course substitution, course waiver, or other appeals; and consider priority registration appeals based on extenuating circumstances, excessive units, academic and/or progress improvement, enrollment below full-time (12.0 units), and disability accommodation not received in a timely manner.

Both appeal forms are accessible online at www.deanza.edu/registration/forms.html

C. Prerequisite and Corequisites Procedures

Provide a description of the college's procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college's website, also provide the link below.

De Anza College's prerequisites, corequisites, and advisories follow the Foothill-De Anza College District's Administrative Procedures (AP 6060).⁵ The procedures rely on faculty in the discipline/department to approve prerequisites or corequisites, and rely on regular curriculum review to ensure prerequisites and corequisites are appropriate condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.

⁵ Foothill-De Anza College District Administrative Procedures: Prerequisites/Corequisites AP 6060. (2013, January 25). Retrieved August 28, 2015 from, <http://fhdafiles.fhda.edu/downloads/aboutfhda/6060apPrerequisitesCorequisi.pdf>

The prerequisites, corequisites, and advisories are explained and accessible through De Anza College's online course catalog, under section *College/District Policies and Guidelines*. The procedures for a student seeking to challenge a prerequisite or corequisite are outlined in the course catalog as well.

For the most current course catalog, refer to: www.deanza.edu/publications/catalog/

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

De Anza's Office of Equity, Social Justice, and Multicultural Education, Office of Staff and Organizational Development, and the Developmental and Readiness Education Taskforce will work with the Student Success Support Program Advisory Committee to implement the following faculty and staff professional development activities:

- Eight four-hour workshops programmed throughout the year for part- and full-time faculty, which will include teaching to basic skills, emotional intelligence as a means of student support and retention, and cultural humility in the classroom as a means for student success and retention. Workshops will be enhanced through considerations of SSSP.
- Co-sponsor the Partners in Learning Conference. Session format options include performance, activity, workshop, exhibit, panel and lecture. At least half of each session is interactive peer engagement. Trained student facilitators have become an integral part of this conference and are eager to work with presenters to facilitate these sessions. Themes have included students' success and retention related topics such as "What's Love Got to Do With It," "Cultural Resilience," and "Inclusive Communities of Care." Enhancements will be to continue to focus on identifying and teaching to our core student population. The Office of Equity provides one or two sessions per conference.
- Enhance The First Year Experience Tenure Track Program. This is a yearlong program for new faculty, who meet on a monthly basis. The program includes information about the district, the union and DSPS as well as introduction to the "It's Just Good Andragogy" series. This program will be enhanced by introducing a session on welcoming students and engaging the question what the college can do to foster retention and success in classrooms and beyond. This program will be enhanced with a second-year experience as well, both infusing as a crosscutting theme the attitudes, skills and abilities required for student success and retention, as illuminated by SSSP.
- Enhance the new part-time faculty orientation with the development of curriculum designed to focus on attitudes, skills, and abilities required for student success and retention as outlined in SSSP (including basic skills pedagogy).
- The Equity Core Team will work with each division as a means for maintaining momentum around the work of student success and retention, facilitation of the divisional equity plans, which will integrate basic skills commitment and strategies to close the racial achievement gap.

The Equity Core Team will work with each division as a means for maintaining momentum around the work of student success and retention, facilitation of the divisional equity plans, which will integrate basic skills commitment and strategies to close the racial achievement gap.

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

Attachment C, *SSSP Advisory Committee*: Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu
(916) 323-5953

Attachment A

Student Success and Support Program Plan Participants

Title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: Rob Mieso Title: Associate Vice President, Student Services

Stakeholder Group: SSSP Coordinator/Co-Chair, SSSP Committee

Name: Rowena Tomaneng Title: Associate Vice President, Instruction

Stakeholder Group: Student Equity/Co-Chair, SSSP Committee

Name: Stacey Cook Title: Vice President, Student Services

Stakeholder Group: Student Services Planning & Budget Team/SSSP Committee

Name: Christina Espinosa-Pieb Title: Vice President, Instruction

Stakeholder Group: Instruction Planning & Budget Team/SSSP Committee

Name: Susan Cheu Title: Vice President, Finance & College Operations

Stakeholder Group: Finance & College Operations Planning & Budget Team/SSSP Committee

Name: Mayra Cruz Title: President, Academic Senate

Stakeholder Group: Academic Senate/SSSP Committee

Name: Randy Bryant Title: Vice President, Academic Senate

Stakeholder Group: Academic Senate/SSSP Committee

Name: Alicia Cortez Title: Counselor/Interim Director, Student Success & Retention Services

Stakeholder Group: SSSP Committee

Name: Michele Lebleu-Burns Title: Dean, EOPS/CARE & Student Development

Stakeholder Group: SSSP Committee

Name: Sheila White Daniels Title: Dean, Counseling & Student Success

Stakeholder Group: SSSP Committee

Name: Mark Fu Title: Counselor

Stakeholder Group: Faculty/SSSP Committee

Name: Karen Hunter Title: President Elect, Classified Senate

Stakeholder Group: Classified Senate

Name: Lisa Ly Title: Research Analyst, Student Equity & SSSP

Stakeholder Group: SSSP Committee

Name: Lisa Mandy Title: Director, Financial Aid & Scholarships

Stakeholder Group: SSSP Committee

Name: Mallory Newell Title: College Researcher

Stakeholder Group: SSSP Committee

Name: Lorrie Ranck Title: Dean, Learning Resources

Stakeholder Group: Developmental and Readiness Education Taskforce (DARE)

Name: Stacey Shears Title: Dean, Disability Support Programs & Services

Stakeholder Group: SSSP Committee

Name: Marisa Spatafore Title: Associate Vice President, Communications & External Relations

Stakeholder Group: SSSP Committee

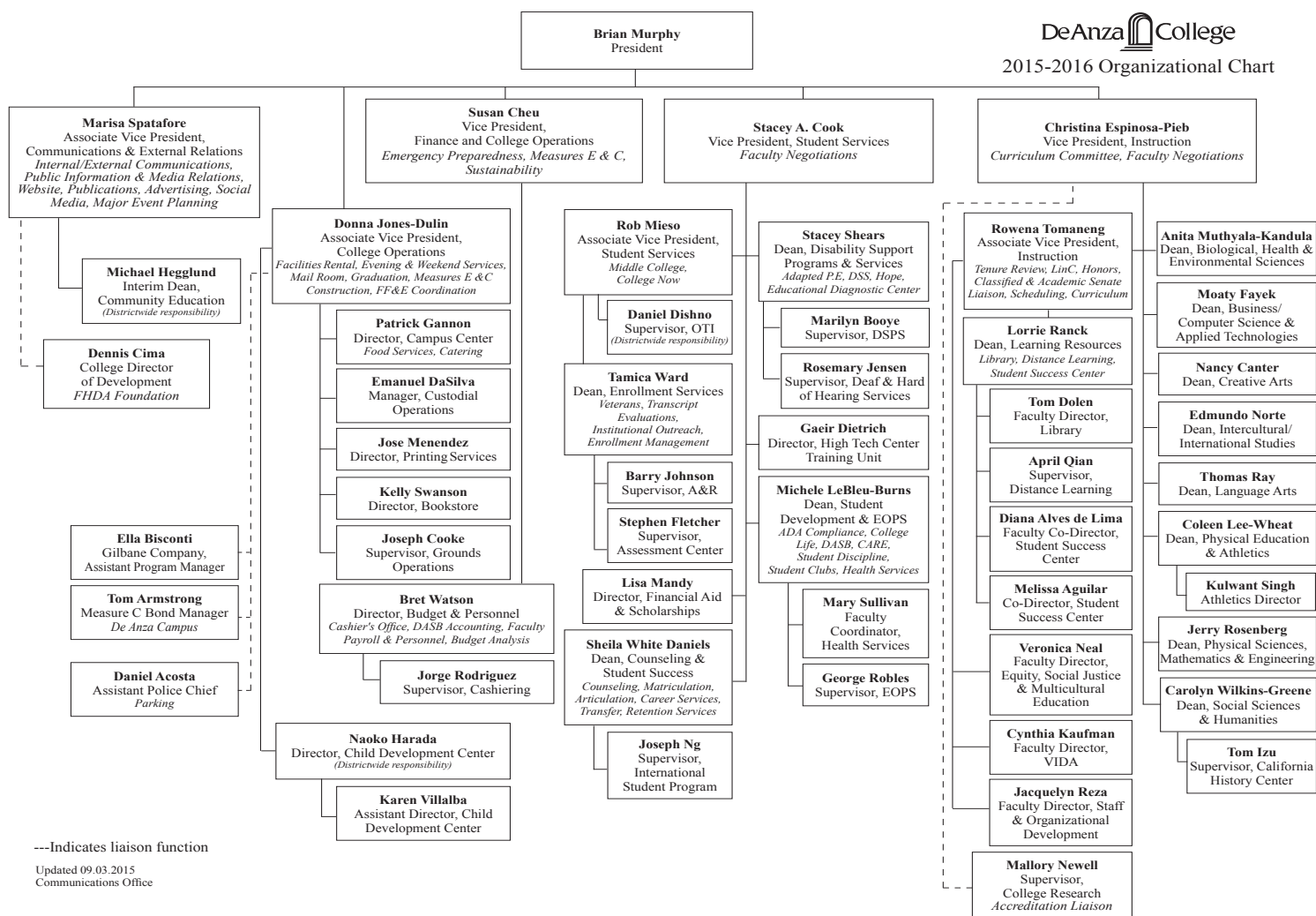
Name: Tamica Ward Title: Dean, Enrollment Services

Stakeholder Group: SSSP Committee

Name: Bret Watson Title: Director, Budget & Personnel

Stakeholder Group: SSSP Committee

Attachment B Organizational Chart



Attachment C

Student Success and Support Program Advisory Committee

2015-16 De Anza College SSSP Committee	
Name	Title/Position
Co-Chairs	
Rob Mieso	Associate Vice President, Student Services
Rowena Tomaneng	Associate Vice President, Instruction
Veronica Neal	Faculty Director, Office of Equity, Social Justice, and Multicultural Education
Members	
Randy Bryant	Vice President, Academic Senate
Susan Cheu	Vice President, Finance and College Operations
Stacey Cook	Vice President, Student Services
Alicia Cortez	Counselor/Interim Director, Student Success and Retention Services
Mayra Cruz	President, Academic Senate; Instructor, Early Childhood Development
Michele Lebleu Burns	Dean, EOPS/CARE & Student Development
Sheila White Daniels	Dean, Counseling & Student Success
Christina Espinosa-Pieb	Vice President, Instruction
Mark Fu	Counselor
Karen Hunter	President Elect, Classified Senate
Anita Kandula	Dean, Biological, Health, Environmental Sciences & Co-Chair Equity Action Council
Cynthia Kaufman	Faculty Director, Vasconcellos Institute for Democracy and Action
Lisa Ly	Research Analyst, Student Equity & SSSP
Lisa Mandy	Director, Financial Aid & Scholarships
Lorna Maynard	President, Classified Senate
Jennifer Myhre	Interim Faculty Director , Office of Staff and Professional Development
Mallory Newell	College Researcher
Edmundo Norte	Dean, Intercultural and International Studies
Lorrie Ranck	Dean, Learning Resources
Dennis Shannakian	Administrative Assistant, College Life
Stacey Shears	Dean, Disabled Students Program Services
Marisa Spatafore	Associate Vice President, Communications & External Relations
Mari Tapia	Faculty Coordinator, Basic Skills Initiative
Tamica Ward	Dean, Enrollment Services
Bret Watson	Director, Budget & Personnel
Vacant	Student Representative, DASB
Vacant	Student Representative, DASB
Vacant	Equity Office Program Coordinator
Vacant	Equity Office Student Intern
Vacant	Director of Stem Pathways