Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. This standard's provisions are broadly applicable to all instructional programs and student and learning support services offered in the institution's name.

C. Student Support Services

[Note: Suggested length for Standard II.C is 10 pages.]

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

De Anza College annually evaluates the effectiveness of Student Services programs and departments via a comprehensive program review processes, annual updates, and institutional data, which measure student retention, persistence, and success. Programs and departments also use various means of assessment to measure and evaluate student learning regardless of location and means of delivery including in-person and remote learning to ensure achievement of the college’s mission.

In November of 2020, the student services program review process was further strengthened by the adoption of the Counsel for Advancement of Standards in Higher Education (CAS) criteria for evaluating the quality and effectiveness of student services (Insert link to CAS PPT here). After the November 5th meeting, SSPBT approved the CAS standards for replacing the previous comprehensive program review. The CAS self-assessment guides (SAG) were chosen by each team leader as the appropriate tool to assess the programs/function within each department. The SAGs consist of standards and guidelines used to evaluate the strengths and deficiencies of each Program and to inform plans for improvement within the De Anza College Student Services Division. (https://www.deanza.edu/gov/sspbt/ProgramReview.html)

The CAS evaluation process is delineated in to 12 key areas for program/service evaluation:

Part 1: Mission
Part 2: Program and Services
Part 3: Student Learning, Development, and Success
Part 4: Assessment
Part 5: Access, Equity, Diversity, and Inclusion
Part 6: Leadership, Management, and Supervision

Rev. 05/11/23
The assessment of these key areas provides a comprehensive understanding of the area of high efficiency and others needing improvement. This feedback is then used to implement changes for improvement of each program and creative initiatives to enhance services. Program review results and institutional data are released and updated annually along with updates to plans for improvement, student learning outcomes assessment, and objectives and key results for each student services area. This information is available to the public via the college’s website.

Quantitative and qualitative data is collected from student data management systems, student satisfaction surveys, and conversations with students to evaluate the quality of our support services and support student learning by conducting student need analysis, creating student demographics to know who we are serving, and to ensure students are receiving equitable access and services based on their needs. Moreover, the De Anza College Substantive Change Proposal dated March 18, 2016, presents the college’s process for ensuring quality of online programs and corresponding student support services to facilitate student success and the planning and evaluation processes in place to ensure continuous quality improvement.

Analysis and Evaluation

De Anza College has a rigorous process for evaluating the quality of student support programs and services. Through program review, student learning outcome assessments, student surveys and various other means of assessment, the college ensures services are effective and efficient in meeting the needs of a diverse student population and ensure student learning, no matter the means of delivery or location. Yearly CAS standards program review updates and analysis of student demographic data facilitates evaluation and assessment of each division program and helps to track progress toward goals for continuous quality improvement of student services.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Each year Student Services departments complete program review and student learning outcome assessment activities in compliance with the annual and 5-year assessment cycle to assess
program outcomes, determine areas of success and recommendations for growth, enhancing student learning and quality improvement. These documents are presented to the Student Services Planning and Budget Team (SSPBT). [https://www.deanza.edu/gov/planning/documents/Quilt Chart 2022-27.pdf](https://www.deanza.edu/gov/planning/documents/Quilt Chart 2022-27.pdf) and the Resource Allocation Program Planning Committee (RAPP) ([https://www.deanza.edu/gov/rapp/](https://www.deanza.edu/gov/rapp/)). In addition, the college’s Institutional Research department conducts regular and consistent data collection and analysis and provides this information to support the assessment of student learning, persistence, and success. ([https://www.deanza.edu/ir/program review.21-22/index.html](https://www.deanza.edu/ir/program review.21-22/index.html)). These documents provide context and help programs and service areas to elucidate student populations most disproportionately impacted by lack of equitable outcomes to ensure improvements are made to improve student access and success.

Each student services area conducts annual learning outcomes assessment and reflection activities in accordance with its program goals and objectives to assess student learning and development and for program quality improvement ([https://www.deanza.edu/slo/](https://www.deanza.edu/slo/)). The assessment process includes the development of SLOs, determining desired outcomes/metrics and defining methods for learning assessment, which may include program participation data, quizzes, student development activity evaluations and student satisfaction surveys. Annually, SLO results are reviewed to determine whether modification of the activities or assessment methods are needed.

These SLOs are also in line with the college’s mission and Institutional Core Competencies (ICC), which include Communication and Expression, Information Literacy, Physical/Mental Wellness and Personal Responsibility, Civic Capacity for Global, Cultural, Social and Environmental Justice, and Critical Thinking. ([https://www.deanza.edu/about-us/mission-and-values.html#iccs](https://www.deanza.edu/about-us/mission-and-values.html#iccs))

**Analysis and Evaluation**

The college Educational Master Plan outlines the college’s strategic direction regarding the structures, functions and processes dedicated to student learning and development as reflected by the college’s ICC’s. Each student services area provides opportunities for learning and development and measures the effectiveness of these efforts via program review, student learning outcomes and feedback from students. Intutional research data is also used to determine the impact of student learning and development activities to promote students' opportunity to succeed.

**3. The institution assures equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

**Evidence of Meeting the Standard**

De Anza College Student Services Departments and Programs provide comprehensive, appropriate, and reliable student services in-person, online, virtually, and over the phone. Meeting times are often flexible, and drop-in appointments are also available. In accordance with
the college’s Student Equity and Achievement (SEA) Plan and Board Policy 5300, major consideration is given to ways to remove institutional barriers and ensure access to resources and services. The college regularly review our policies and practices to ensure that we are engaging in the work from an equity lens. We take into consideration student populations that are disproportionately impacted and historically marginalized by systemic racism and inequality. The college’s CAS student services program review process includes evaluative measures for equity and inclusion.

Outreach efforts are specifically designed to increase access and success for historically underrepresented student populations (African American, Latinx, Pacific Islander, and Filipinx students) through annual student conferences, workshops, Men of Color Community, Cash-for-College campaigns, and other on-site services to students and parents at the local high schools. In addition, the college offers multiple student support programs and services, including Umoja, MPS, DSPS, CalWorks, EOP&S, Guardian Scholars, Veterans Services, Men of Color, and Impact AAPI.

The college offers alternative delivery models for most of its student services functions. For example, mental health counseling, clinical health services and academic counseling campuswide are offered via FERPA and HIPAA compliant Zoom. In addition, Enrollment Service, Financial Aid and other student support programs utilize technology and other means to provide services via alternative delivery methods.

BP 5075: Disabled Students/Special Education Program
https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV2AF013BF3
BP 5080: Financial Aid
https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV2QA0342EB
BP 5085: Extended Opportunity Programs and Services
https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV2SL038F86
BP 5090: Health Services
https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV2U703CB6F
BP 5300: Student Equity
https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV3FF06A6C9

Analysis and Evaluation

All De Anza College students are provided access to appropriate services to support their academic success in line with the college’s mission. Students can access various student support services via the college website, email, telephone and Zoom. The pandemic created a sense of urgency to leverage opportunities for various service areas to implement and utilize technology to provide services in multiple modes, formats, and methods of delivery. The De Anza College Substantive Change Proposal (IIC1-05) presents the college’s process for ensuring quality of online programs and corresponding student support services to facilitate student success and the planning and evaluation processes in place to ensure continuous quality improvement.

4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution
offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard
The De Anza College Athletics department mission statement clearly states how program activities are fulfilling the college mission. (https://www.deanzasports.com/information/mission_statement).

As a member institution of the Coast Conference and the California Community College Athletic Association (3C2A) the athletic program is required to follow all rules and regulations of each organization and adhere to each entity’s constitution and bylaws. The program conducts mandatory in-service training for all its staff, including coaches, support staff, volunteers, athletic administration, and senior college administrators. Integral to this training is the successful completion of the constitution review and compliance exam. Annually, the department submits two required reports, the EADA (Equity and Disclosure Act) Report (https://deanzasports.com/information/eada) to the Department of Education and the R4-Statement of Title IX Compliance to the 3C2A. (https://www.cccaasports.org/Constitution/2022-23/2022-23_Constitution.pdf). Athletic program oversight is managed by an administrator who works closely with the division dean, Vice President of Instruction, Vice President of Administrative Services, and the College President. Athletic eligibility oversight is housed outside of the athletic department to maintain institutional integrity. Moreover, daily unit checks are made to ensure that student-athletes are enrolled and attend the minimum number of units (12) to participate in their season of competition.

The Mission Statements for DASG (https://www.deanza.edu/dasg/) demonstrate the relationship between the organization’s mission and the college mission. The office of College Life provides the infrastructure and oversight for the InterClub Council (ICC) and DASG (De Anza Student Government) and are governed by both internal, college, and state codes, policies, and bylaws. (https://www.deanza.edu/dasg/governing-documents.html). DASG serves as the main participatory governance body representing students on campus committees in accordance with Board Policy 5560: Associated Student Organizations (https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV37S0587F2) DASG and ICC are advised by professional staff members that regularly attend their meetings including weekly meetings, internal committee meetings, and one on one with executive members-all to ensure that DASG follows and meets all standards set forth by the aforementioned governance documents. Student senators all undergo rigorous leadership training during Spring and Fall quarters and receive regular targeted training/information. The Inter Club Council (ICC) is charged with supporting and managing a wide range of student-led clubs and organizations that represent academics, community service, diversity, political, religious, special interest, sports, and support for students. Guided by the processes outlined in the ICC Codes, the ICC helps students with leading their organizations, holding engaging campus events, creating new organizations, and managing their club finances. Most clubs have some connection to an existing Guided Pathways Village, but all clubs have at least one staff or faculty member supporting as their club advisor. Depending on the needs of the clubs, the ICC is in frequent partnership with campus partners such as Student Accounts, campus Facilities, and academic departments to successfully implement events and provide co-curricular activities for our students. In addition,
DASG and ICC work collaboratively with other leadership and civic engagement campus entities including but not limited to the Vasconcellos Institute for Democracy in Action (VIDA), De Anza Mentors, and the Honors program.

Analysis and Evaluation

De Anza College has very robust student athletic and student leadership development programs designed to ensure student development and learning in accordance with the college’s Institutional Core Competencies (ICCs). In addition, SLOs are designed to measure students’ ability to apply the skills they have mastered to support their overall success. These programs have sufficient oversight to ensure they are fully compliant with all district, state and federal regulations pertaining to their operations including participation eligibility, financial management and documentation of activities.

5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

The general counseling division is open and staffed with faculty counselors and paraprofessional classified staff who provide academic advising year-round (https://www.deanza.edu/our-counselors/). In addition, to general counselors, special program counselors (i.e., Extended Opportunities Programs and Services, Disabled Student Services, etc.) serve students who must meet specific eligibility requirements. Several academic divisions including Language Arts, Physical Science, Math and Engineering, Nursing, Biology and Health, and Physical Education and Athletics have counselors embedded who provide counseling services in support of guided pathways and the Meta major “Villages” that support the students pursuing goals in particular majors (https://www.deanza.edu/villages/).

Full-time and part-time counseling faculty and classified professional staff are onboarded once hired, with ongoing training through bi-monthly in-services and professional development opportunities. Embedded counselors in academic areas are oriented and integrated into the instructional programs and services within their divisions. Counselors provide academic, career, transfer, and personal counseling. Many of our Counselors and professional staff are bilingual (Spanish/English, Vietnamese/English, Cantonese/English, Russian/English, and American Sign Language). Students meet with general, special program and embedded counselors to assist them with career and major exploration, development of an electronic educational plan (through DegreeWorks degree audit system https://www.deanza.edu/counseling/degree-audit.html) and help with their transfer goals. Counselors assist students with a multitude of issues they may be experiencing (housing and food insecurities, lack of a support network, personal issues, test anxiety, tutoring referrals, study skills, etc.) as they work to retain students and keep them on track of their educational, career, and transfer goals (BP 5065: Counseling)

Rev. 05/11/23
The college’s Retention Program provides personal counseling to support student development and success. De Anza CONNECT is a college-wide communication and referral system which collaborates and partners with faculty. As a communication tool between faculty, students and campus resources and services, De Anza CONNECT bridges, and in fact “connects”, Instructional/Academic Services and Student Support Services (https://www.deanza.edu/counseling/retention/connect.html). The Retention Program works both with students, by providing resources, and faculty, by learning how CONNECT can help them support their students. Often faculty are unaware of the services on campus available for their students, and how to connect students with these services. The Retention Program helps increase faculty awareness, provides means for an easy referral, and provides ongoing support.

The Office of Outreach coordinates new student orientations that cover important information on how to navigate the matriculation and registration process at De Anza college (https://www.deanza.edu/search/?query=Orientation&collection=de-anza-meta). Topics covered in the orientation include understanding course placement, academic requirements, creating an educational plan, and graduation and transfer requirements. Faculty also covers information about navigating the online student portal, adding and dropping classes, the College Promise Program, financial aid, and information about academic and student support services available on campus.

Special programs such as EOPS, DSPS, Athletics, and the International Students Program (ISP) hold their own specific orientations to educate students about program services, student participation requirements for compliance and eligibility, minimum unit, and GPA requirements, and required contacts. https://www.deanza.edu/international/new-students/orientation.html

Analysis and Evaluation

Counselors throughout the campus provide counseling to students enrolled at De Anza College, via in-person, online, email, or phone. Counselors are available by appointment or drop-in to provide information and support of academic, transfer, career, and personal counseling. Scheduling an appointment with a Counselor is available in person, in the divisions, or online through eSARS and ClockWorks.

The college’s distributed counseling model provides students the opportunity to receive counseling services at multiple access points; upon entering the college in Outreach, visiting the general counseling office, working with a counselor embedded in an academic division via Guided Pathways, or receiving services via a student support program such as EOPS, DSPS ISP, Umoja, Puente, Athletics, etc.

6. The institution has adopted and adheres to admission policies consistent with its mission to specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificates, and transfer goals. (ER 16)
Evidence of Meeting the Standard
In Accordance with Foothill-De Anza Community College District Board Policy 5010: Admissions, the college uses standardized procedures to determine the appropriate matriculation process for new and potential students. FHDA Board Policy AP/BP 5070: Matriculation clearly delineates the district process for transitioning student into the college after being placed oriented, advised and registered for classes with a clear pathway for meeting their academic goals. FHDA BP 5065: Counseling (https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TV22P001954) clearly delineates the counseling and advising services students receive for these purposes.

Analysis and Evaluation

De Anza College has adopted and adheres to admission policies and procedures guided by its mission and clearly outlines the qualifications for students eligible for its programs. To facilitate student retention, success, and completion, the college provides academic advising to guide students to clear pathways to complete certificates, degrees and transfer goals. Via direction provided by academic counselors and advisors throughout the campus and the Guided Pathways Villages, students are directed to academic goals and career pathways throughout their academic journey.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

De Anza College is an open entry open exit institution that accepts students during each term of the academic year. In accordance with FHDA Board Policy 5010 Admissions and Concurrent Enrollment, students who satisfy the district enrollment criteria are accepted without limitations unless their enrollment poses a threat to the safety of the campus community. These policies are reviewed minimally on a bi-annual basis.

De Anza uses approved AB 705 English and math assessment tools and meets AB 705 reporting requirements as outlined by the State Chancellor’s Office. The college uses multiple measures for English and math and students are guided to the appropriate placement method with information made available at enrollment and via the college website. (https://www.deanza.edu/assessment/steps.html) In accordance with the State Chancellor’s Office, De Anza utilizes state approved tests instruments for ESL course placement. State regulations require colleges to submit a validation package which reviews assessment tools and methods for effectiveness and bias. Although De Anza’s local ESL assessment is currently approved through June 30, 2023, as of April, the college launched the ESL guided self-placement (GSP) process. The GSP is allowed by the CCCCO assessment standards and replaces the previous ESL assessment instrument. In addition, the ESL Department also allows the Assessment Office to place students using their U.S. high school transcript, when the student expresses interest in taking ESL courses at De Anza. (https://www.deanza.edu/assessment/esl/index.html) (https://www.deanza.edu/gov/sspbt/Prog)
De Anza’s Institutional Research department also reviews the college’s assessment of placement practices and student success rates (https://deanza.edu/ir/research/index.html).

Analysis and Evaluation

De Anza College evaluates its admissions and placement standards, policies, and procedures regularly to ensure effectiveness, while minimizing bias. The assessment processes used to place students in English, Math and ESL are designed to remove barriers to gatekeeper course completion and facilitate student success. This is achieved utilizing current institutional and program review data to measure student assessment and academic outcomes and determine academic areas where there may be disproportioned negative impacts on underserved, and minoritized populations. This data is readily available to college employees where student retention, and success rates can be reviewed at the course, department, and division levels.

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for the release of student records.

Evidence of Meeting the Standard

All Enrollment Services and Admissions and Records employed by the De Anza College are certified in FERPA processes, policies and laws relating to student privacy, confidentiality, student records, and sensitive institutional information. Reference: https://www.deanza.edu/policies/ferpa.html. In accordance with FERPA, records (excluding directory information) can only be released with written consent from the student, with appropriate exclusions.

The college is keenly aware of the importance of student record security and confidentiality. In addition to FERPA, the college operations are governed by many other Federal/State/local regulations such as the California Education Code, Title 5, and FHDA Board policies (AP/BP 5050 Disclosure of Student Records https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U3MQQ5C6164) (https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TUVS7820A08) to ensure we maintain our vigilance. Any student/staff employee accessing and/or working with student records must complete FERPA training through the Vision Resource Center (https://ets.fhda.edu/ downloads/FHDA%20Employee%20Self-Service%20FERPA%20Training.pdf). In addition, employees undergo a LiveScan check and are fingerprinted before they are granted access to the Banner Student Information System (SIS) or Dashboard (AP/BP 3260: Electronic Information Security). All SIS access to is tailored to the individual’s level of need-to-know access. Any access to the system is gained only by logging in through the portal using their confidential password. Additionally, access to Banner from off-campus system is disallowed unless the user is accessing it through a district Virtual Private Network (VPN) configured and supported through the district ETS department. Other electronic student records are securely stored on password protected computers. Paper files are stored in locked file cabinets when not in use and are housed in areas with access control systems that provide information on the date, time and name of individuals entering these areas.

Rev. 05/11/23
In addition to Banner, many departments use a district-controlled file server and FHDA OneDrive cloud storage accounts to store student records and files, both of which have access control procedures and password protection for access. Many student services departments maintain FERPA protected student records in data Information Systems including Clockworks, Maxient, DegreeWorks, SARS, SUNAPSIS, and the BDMS digital Imaging System. Established student privacy policies are reviewed during employee technology training. All these systems are governed by the same training and confidentiality standards as records maintained in the Banner Student Information Systems. Once physical documents have been scanned, indexed, and verified, to the BDMS system, they are placed in a locked container to be shredded later. Shredding is performed by a District-approved vendor who comes to campus and shreds the documents on site. This is observed and verified prior to the vendor leaving the site with the shredded documents.

Records for Health Services and the Mental Health and Wellness Department are governed by Health Insurance Portability and Accountability Act (HIPAA) and are maintained in the PyraMed Electronic Medical Records System (EMR). This platform sets limits on the use and release of medical records, establishes a series of privacy standards for health care providers to follow and limits disclosure or release of patient medical records to third parties without patient authorization. The records are continuously and confidentially backed up on PyraMed's server.

In accordance with FERPA and the FHDA AP 5500: Student Rights and Responsibilities, De Anza College respects student privacy rights to protection from improper disclosure of records without written consent, the right to inspect their own educational records, and the right to challenge and request the amendment of records. These rights are made available via the college catalog (https://deanza.elumenapp.com/catalog/2022-2023/family-educational-rights-and-privacy-act#mainContent) Campus policies also outline the directory information that may be released to government agencies without student’s permission in compliance with the Soloman Amendment deanza.edu/admissions/solomon.

All student services departments and programs adhere to Foothill De Anza Board AP/BP 3410: Guidelines for Classification, Retention and Destruction of Records for the classification of records: https://hr.fhda.edu/_downloads/3410ap.pdf. For the release of student records, De Anza College requires a release of information form signed by the student before student educational records can be released. Requests to release student records are processed by Admissions and Records. The student release form (FERPA release) can be found and submitted through Adobe Sign, found here: https://www.deanza.edu/admissions/forms.html. Students must submit a photo ID along with the release form. The College does not accept or respond to verbal releases of information.

https://www.deanza.edu/policies/ferpa.html  AP 3410;  

Rev. 05/11/23
Analysis and Evaluation

De Anza College maintains student records in a confidential manner with many safeguards in place to protect records from improper disclosure regardless of type and method of storage. The college follows all published and established policies for maintenance and release of student records. These policies are published and available on the college webpages, in the college catalog and codified in District and College Policies. Employees must undergo rigorous training before they are given access to student records, and proper procedures must be followed before student records can be released.

Conclusions on Standard II.C: Student Support Services

De Anza College provides comprehensive, high-quality support services for students in support of the College’s mission. The College regularly reviews the quality and accessibility of student support services through program review, learning outcomes assessment and data collection and analysis. Student leadership development, athletics and other co/extra-curricular programs and programs are consistent with the College’s mission, enrich students’ educational experiences, have robust funding and oversight to ensure compliance with applicable policies and regulations.

The De Anza college admissions policies are consistent with the college mission, FHDA Board Policy and state laws and policies with clearly articulated eligibility criteria for various programs. The college admissions and placement instruments and practices are reviewed regularly to substantiate their effectiveness while reducing academic barriers for students. De Anza College provides equitable access to appropriate, comprehensive, and reliable services, regardless of service location or delivery methods on campus and online.

De Anza College provides effective and equity focused counseling services to all students, providing timely and accurate information to support students from their matriculation into the college, throughout their educational journeys to successful completion of their academic goals. All the college’s instructional degree programs include enough general education courses to create a holistic educational experience to foster students’ intellectual curiosity and development. Student services and instruction work collaboratively throughout the campus to promote student achievement and support the college’s mission. The college has institutionalized Guided Pathways to promote student success and clarify pathways to completion via meta majors, counseling services, special programs, and learning communities, thus fulfilling the college’s educational mission.

Improvement Plan(s)

While De Anza College departments ensure the quality of services provided to students, additional data collection and analysis is needed to evaluate the consistency of counseling
services across student services and instructional areas throughout the campus. This will require consistent evaluation criteria and metrics and a clearly defined process for assessment. Student Services currently uses the Council for Assessment of Standards (CAS) as evaluation criteria for counseling and advising services, but this is not the case for counseling services offered in instructional areas.

**Standard II C Evidence List**

- IIC1-01 CAS Criteria
- IIC1-02 List of Student Services Program Reviews
- IIC1-03 Fall 2021 Counseling Survey
- IIC1-04 Online Learning Survey Report
- IIC1-05 Student Needs Survey Report
- IIC1-06 Substantive Change Proposal
- IIC2-01 Planning Quilt – 2020-21 – 2026-27
- IIC2-02 Resource Allocation and Program Planning Webpage
- IIC2-03 Program Review Data Sheets 2021-2022
- IIC2-04 Student Learning Outcomes Webpage
- IIC2-05 Institutional Core Competencies Webpage
- IIC3-01 Student Equity and Achievement Plan
- IIC3-02 BP 5075 Disabled Students/Special Education Program
- IIC3-03 BP 5080 Financial Aid
- IIC3-04 BP 5085 Extended Opportunity Programs and Services
- IIC3-05 BP 5090 Health Services
- IIC3-06 BP 5300 Student Equity
- IIC4-01 De Anza College Athletics Webpage
- IIC4-02 Equity in Athletics Disclosure Act Report
- IIC4-03 California Community College Athletic Association 2022-23 Constitution and Bylaws
- IIC4-04 De Anza Student Government Webpage
- IIC4-05 DASG Governing Documents Webpage
- IIC4-06 BP 5560 Associated Students Organization
- IIC5-01 Counselors Webpage
- IIC5-02 Guided Pathways Villages Webpage
- IIC5-03 Degree Audit Webpage
- IIC5-04 BP 5065 Counseling
- IIC5-05 De Anza CONNECT Webpage
- IIC5-06 New Student Orientation Webpage
- IIC5-07 International Student Orientation Webpage
- IIC6-01 BP 5010 Admissions
- IIC6-02 BP 5070 Matriculation
- IIC6-03 BP 5065 Counseling
- IIC7-01 BP 5010 Admissions and Concurrent Enrollment
- IIC7-02 Assessment Center, Find Your Placement Webpage
- IIC7-03 Assessment Center ESL Assessment Webpage
- IIC7-04 Program Reviews Webpage
- IIC7-05 Research Reports and Data Webpage

Rev. 05/11/23
IIC8-01 Family Educational Rights and Privacy Act Webpage
IIC8-02 AP 5050 Disclosure of Student Records
IIC8-03 FHDA Employee Self-Service FERPA Training Guide
IIC8-04 Student Information for Military Recruiters Webpage
IIC8-05 Guidelines for Classification, Retention and Destruction of Records
IIC8-06 Student Forms Webpage
IIC8-07 Family Educational Rights and Privacy Act Webpage
IIC8-08 AP 3410 Guidelines for Classification, Retention and Destruction of Records
IIC8-09 BP 3410 Classification, Retention and Destruction of Records
IIC8-10 Family Educational Rights and Privacy Act Webpage
IIC8-11 AP 5050 Disclosure of Student Records
IIC8-12 BP 5050 Disclosure of Student Records