Student Success and Support Program Plan
(Credit Students)

2014-15

District: Foothill-De Anza Community College District
College: De Anza College

Report Due Postmarked by

Friday, October 17, 2014

Email report to:
cccsssp@cccco.edu

and
Mail report 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 Student Success and Support Program (SSSP) Plan (Credit Students) is for the college to plan and document how SSSP services will be provided to credit students[1]. The goal of the Student Success and Support Program is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist them in achieving their educational goal and declared course of study.

More specifically, colleges are to:
- Provide at least an abbreviated 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 and placement, and counseling, advising, and other education planning services to all first-time students[2].
- 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, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation.

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including relevant sections of the Education Code and title 5 regulations before completing the program plan for your college.
The program plan is set up as a word document with sections to be completed. As you enter the narratives, the box will expand to accommodate the information provided. Please be sure to save the document as the program plan for the appropriate year before making revisions in following years.

When complete, also save the document as a PDF file and email it as an attachment to cccsssp@cccco.edu with the name of the college and "SSSP Credit Program Plan" in the subject line. It is also necessary to mail the plan with the original signatures, along with the separate Budget Plan, by the due date.

The program plan is to be submitted on an annual basis[3]. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only

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[1] Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan. The noncredit SSSP Plan will be developed in 2013-14.

[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 and additional increases expected in 2014-15. As implementation and funding stabilizes, this requirement may be revisited.

your document to understand the manner in which the program will be implemented, and resources it will take (especially in terms of staffing).

Be sure to include input from faculty, staff, administrators and students in the development of this plan (as per title 5, §55510[b]). Please provide sufficient detail to draw an explicit portrait of your college's SSSP activities and staffing.

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. Activities and expenses described in the narrative section of the plan should also be detailed in the Budget Plan. The program plan explains those activities and presents the opportunity for colleges to fully describe implementation of the SSSP with respect to the regulations.

The program plan should <u>not</u> be limited to state-funded activities. Describe **all** SSSP services, policies, activities and procedures in your college and/or district regardless of funding source. This provides a complete accounting of the planned costs and activities for the program each year. In districts with more than one college, the college program plans must also address the arrangements for coordination among the colleges. The program plan will be compared with the college's SSSP Year-End Expenditure Report to monitor for consistency.

GENERAL INSTRUCTIONS

The Student Success and Support Program Plan is divided into four sections. The Budget Plan is a separate document.

I.   Program Plan Signature Page
II. SSSP Services
    a. Core Services
        i.   Orientation
        ii. Assessment
        iii. Counseling, Advising, and Other Education Planning Services
        iv. Follow-up for At-Risk Students
    b. Related Direct Program Services
        i.   Institutional Research
        ii. SSSP Technology
    c. Transitional Services Allowed for District Match
III. Policies & Professional Development
- Exemption Policy
- Appeal Policies
- Prerequisite Procedures
- Professional Development
- Coordination with Student Equity and Other Planning Efforts
- Coordination in Multi-College Districts
IV. Attachments

Links to program resources are provided on the last page of this document to assist with the development of your SSSP Plan.

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.*

Signature of College SSSP Coordinator: _____

Name: Stacey A. Cook Date: _____

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

Name: Stacey A. 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: _____

Signature of District Chancellor: _____

Name: Linda Thor Date: _____

Contact information for person preparing the plan:

Name: Stacey A. Cook Title: Vice President Student Services
Email: cookstacey@deanza.edu Phone: 408-864-8330

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

IIa.   Core Services

i. Orientation

1. Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).

   De Anza College considers all new, non-exempt students as target audiences for Student Success and Support orientation. New, non-exempt students are defined as students who recently graduated from high school and students who are enrolling in the Foothill-De Anza Community College District for the first time.
   At De Anza College, historically underrepresented students are key targeted populations: African Ancestry, Latino, Filipino and Pacific Islander.

   As of fall 2013, the unduplicated student headcount (credit) was 23,231, of which 6,539 were new students. Of the 6,539 students, 3,857 were new, first-time high school graduates and 2,682 were new, first-time transfer students. A majority of the 6,539 new students enrolled in the fall quarter, reflecting a typical enrollment pattern for the college.

   Orientation is a component of the matriculation process that guides students along a pathway to academic success and allows them to complete a criterion for enrollment priority. Emphasis is placed on obtaining and maintaining enrollment priority. The college offers several delivery methods that include in-person, group orientation and in the future, online orientation. Our approach to orientation includes four strategic activities: pre-orientation, orientation, post-orientation and program-specific orientation. Each activity is described below.

   Pre-Orientation and High School Partnerships

   Student Conferences
   Each year, the Office of Outreach and Relations with Schools coordinates four student conferences that are designed to familiarize students with De Anza College classes, student services, majors, transfer, degree and certificate offerings. Student attendance at the conferences has increased each year. The conferences bring in historically underrepresented populations (again, African-Ancestry, Latino, Filipino and Pacific Islander students). A total of 1,151 students from 44 high schools attended the conferences during the 2013-14 academic year. Student ambassadors, staff and counselors are involved in the student conferences through organizing and coordinating the event, facilitating workshops, leading campus tours, and following up with the students after the conferences.

Orientation

High School Orientation
De Anza College facilitates the completion of core SSSP requirements at the high schools. Students can take assessment tests, and complete an orientation and an abbreviated educational plan. In 2014, a total of 1,139 students at 26 high schools took assessment tests and 780 students at 21 high schools completed orientation and developed abbreviated educational plans. Another 559 students attended application workshops at the high schools. Student ambassadors, staff, academic advisors and counselors are involved with the high school orientations, assessments and education plan development and approval.

College Open House
In May of each year, the college hosts an Open House that allows students who have not previously taken the assessment tests, attended an orientation or developed an abbreviated educational plan an opportunity to do so. Graduating high school seniors who may have had plans to attend a different college or university are the target audience for the Open House. This year, the college sent an Open House invitation packet to the parents of all graduating seniors in the service area. While students were in an orientation session, parents and guardians attended a session designed specifically for them. All orientation sessions offered were filled. Twelve hundred students completed an orientation session, 620 completed an abbreviated educational plan and 94 took assessment tests.

Orientation Sessions
Other new, non-exempt students (new transfer students, students who have been out of high school for a period of time, veterans and other students) are encouraged to complete an orientation session. These sessions are offered throughout the academic quarter and the summer at various times that meet student needs. Students sign up for those sessions on the Counseling Division webpage.

Post-Orientation

Orientation Classes
The Counseling Division offers courses that are designed to orient students to college life. Counseling 200 (Orientation to College), Special Topics in Counseling (Orientation to College for specific programs; e.g.; Puente, First Year Experience, Sankofa Scholars), Humanities 20 (Life Skills for Higher Education), Career Life Planning 70 (Self-Assessment), Career Life Planning 75 (College Major and Career Options). Refer to iii. Counseling, Advising and Other Education Planning Services for more detail about these courses.

Welcome Week
In collaboration with College Life, Counseling, and Instructional Divisions, Outreach and Relations with Schools will help coordinate Welcome Week for all students enrolling in fall quarter. Winter and spring quarters will feature smaller versions of the fall Welcome Week activities. Welcome Week will occur during the first week of the quarter and will assist students with navigating the campus, connecting with Instructional and Student Services Divisions and learning about campus life.

Program-Specific Orientation
Athletes, CalWORKs, DSPS, EOPS, First Year Experience, Foster Youth, International Students, Puente and Veterans are expected to participate in these program-specific orientations. These orientations include requirements that students must meet to maintain program eligibility.

Other Orientation Plans
The college plans to offer orientation to at-risk students who need additional services and who are not involved in other programs. First generation, low-income, students who place into basic skills courses are identified as potentially at-risk students.

Marketing/Communications

Throughout the year, De Anza College maintains visibility in the community through collaboration with Outreach, various social media, paid advertising and the website. SSSP will enable the college to broaden its online presence by launching interactive videos and tutorials related to core services: orientation, assessment/placement, counseling, advising, education planning and follow up. The online orientation will allow 24/7 accessibility for students so they may complete orientation prior to enrollment. The Marketing/Communications Department has been instrumental in informing students and the campus about enrollment priorities, outreach activities, orientation and registration dates. The department will continue to promote SSSP and the plan to the college community.

2. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

Number	Job Titles	Division	Role
1	Director Outreach, Relations w/Schools, OTI	Student Services	Coordinates, implements pre-orientation, high school partnerships, Welcome Week
1	Outreach Specialist	Student Services	Assists with planning & coordinating
22	Counselors	Student Services	Conduct orientation sessions
4	Academic Advisors	Student Services	Conduct orientation sessions
1	Director of Communications	Communications	Oversees development of marketing materials and website
1	Educational Technology Services Coordinator	ETS	Develops, maintains infrastructure for online orientation
1	Vice President, Instruction	Instruction	Leads parent orientation sessions, promotes academic programs
1	Dean, Admissions & Records	Student Services	Participates in parent orientation session panel

New Staff

Number	Job Titles	Division	Role
1	Outreach Assistant	Student Services	Completes clerical outreach assignments
1	Orientation/Welcome Coordinator	Student Services	Coordinates outreach/welcome activities within Student Services: Outreach, Counseling, Assessment

3. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements.

Currently, the college offers a hybrid Counseling 200 class that combines online and in-person contact. The college is in the process of developing dynamic, interactive orientation modules for a range of student populations. Although we have reviewed several packaged online orientation formats, we are exploring models that are more engaging and are developed based on best practices for the online environment.

4. Describe the college's plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

> **Orientation Checklist (**Required Policy or Procedure)
> (1) Academic expectations and progress and probation standards pursuant to section 55031;
> (2) Maintaining registration priority pursuant to section 58108;
> (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
> (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
> (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
> (6) Academic calendar and important timelines.
> (7) Registration and college fees.
> (8) Available education planning services

Current orientation content addresses the eight policies cited above. Online orientation will also incorporate those topics as well as the Violence Against Women Act (VAWA) mandate for orientation. The college will ensure the revision of Board policies as needed to comply with current Title 5 requirements.

5. Please specify other issues, policies and procedures that the college or district determines necessary to provide a comprehensive orientation. Add additional lines as needed.

In accordance with VAWA mandates, orientation content will include information related to preventing domestic violence, dating violence, sexual assault and stalking. Colleges and universities are expected to offer mandatory orientation on these topics.

In addition, the college has identified four core values to guide, shape and infuse orientation: welcome, equity, access and cultural competency:

- *Welcome:* We strive to create an environment (in person and online) where students feel that they belong in college and that they belong at our college. Welcome means that students will find a home here.
- *Access*: We will strategically remove barriers to college for students and proactively reach out to students who might not see college as an achievable option.
- *Equity:* We will offer each student what s/he needs to succeed here in class and on our campus—socially, emotionally, academically and financially. Equity means building on the strengths that students bring with them to college.
- *Cultural Competency*: We expect that every college staff and faculty member acknowledge the ways in which our own positions and worldviews shape our interactions with students. Cultural competency means approaching students with a desire to learn about their own experiences and perspectives and to value those experiences in the classroom and on the campus. We vow to treat all students with respect and dignity. We vow to practice empathy in all of our points of contact with students.

Grounded in our core values, orientation, assessment and educational planning processes and resources will be provided to students in ways that accommodate multiple learning styles and levels of academic readiness.

ii. Assessment and Placement

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student's academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

   Recent high school graduates, students who transfer from other colleges, foster youth, and veterans are the target student audience for assessment and placement. In spring 2014, 6,600 students were assessed. Historically, 60-70% of new students take placement tests. Implementation of SSSP means that all new students are expected to take assessment tests, including students enrolled in Career and Technical Education (CTE).

   The assessment process involves a series of tests which students can take to help them decide appropriate courses for enrollment. The tests cover English, ESL, mathematics, biology and chemistry. With the exception of the chemistry placement test and the English and ESL writing samples, all tests are multiple choice administered on a computer. The chemistry test is a multiple choice test but administered in a paper and pencil format.

   The Office of Outreach and Relations with Schools schedules orientation and placement testing sessions in 26 high schools between March and May of each year. These students take the English and mathematics placement tests, complete an orientation and abbreviated educational plan. Highly developed partnerships and strong working relationships enable the college to offer assessment and placement at the high schools during winter and spring quarters.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

#	Title	Description
1	Outreach Coordinator	Administers assessments at high schools
1	Assessment Supervisor	Administers assessments on campus
1	Assessment Specialist	Administers assessments on campus
1	Assessment Coordinator	Administers assessments on campus
22	Counselors	Assist with course placement based on scores
15	English Instructors	Read essays
1	Dean PSME	Advises regarding math and chemistry scores and multiple measures
1	Dean Language Arts	Advises regarding English, ESL scores, multiple measures, and assigns essay readers

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
   - If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
   - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
   - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

   Assessment tests are offered in person both on- and off campus. On-campus assessment tests are offered to individuals and in groups via online appointment scheduling (SARS). The college is exploring online assessment test options. During fall quarter, college representatives met with a feeder high school principal, counselor and teachers to discuss types of multiple measures; e.g. high school GPA and grades in math and English courses. Math and English faculty have also discussed the use of multiple measures.

The college expects to implement these recommendations and determine their accuracy and effectiveness in determining appropriate course placement.

English: Accuplacer Reading Comprehension, Sentence Skills. 30-minute writing sample evaluated by members of the English faculty. Multiple measures are several questions, selected by the Language Arts dean with input from the faculty, that are embedded in the Accuplacer test.

Mathematics: Accuplacer Arithmetic, Elementary Algebra, College Level Math. Calculus readiness test developed by the mathematics faculty and administered on the Accuplacer platform. Multiple measures are several questions, selected by the dean of Physical Sciences, Mathematics and Engineering, that are embedded in the Accuplacer test.

ESL: CELSA. 30-minute writing sample evaluated by ESL faculty.

4. Describe the college's or district's policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

   De Anza College accepts Accuplacer assessment scores from other colleges, including Foothill College, but not their placements. If placement scores are from other than Accuplacer, students must retest.

5. Describe college or district policies and practices on:
   a. *Pre-test practice* - Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.
   b. *Re-take* - How often may a student re-take a test after taking it the first time? What is the waiting period? Is the waiting period consistent with publisher guidelines or more restrictive? Are there conditions that must be met such as completing a subject-matter workshop before being allowed to take the test again?
   c. *Recency* - How long are test scores, high school grades, etc. accepted before the student is required to reassess?

   The extensive Assessment Center website lists sample problems that are part of the recommended materials from Accuplacer. The faculty have also developed sample questions for the biology, chemistry and calculus readiness tests.

   The college has launched various pilot projects with practice materials for mathematics, but has found that 25 hours of practice generally does not change a student's placement because of the wide score range associated with each class. Therefore, practice materials are recommended for students who have not had a class in the last six months, but not as a way of learning new material.

   The Mathematics Tutoring Center offers online modules for students who have not recently taken math courses. Generally students cannot retake the mathematics placement test unless their initial score was within 15 points of the cut score for the next level class. If the score was within 15 points, they will need to complete an online module within one quarter to retest.

   Students receiving an English and Reading placement can retest after completing one of the courses. Students can retest if they have not taken an English or mathematics course within the last five years.

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of "college ready" to exempt students from the college placement test in English? In math?

   The college does accept certain Advanced Placement test scores for placement and credit. The college does not accept EAP data.

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

iii. Counseling, Advising, and Other Education Planning Services
1. Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student's academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.) *Target Student Audience* New, first-time transfer, continuing and returning students comprise the target audience for counseling, advising and other education planning services. The annual number of student appointments is approximately 20,000. Counseling services focus on academic, transfer, career and personal matters. Advising services focus on academic (including education plan development), transfer and career topics. *Services* Counseling services are delivered in multiple ways: in-person scheduled and drop-in appointments, workshops and FTES-funded classes. Counselors and academic advisors respond to general questions posted via online advising. Students are requested to post only general questions in the online advising environment. For example, personal or career counseling, responses that require accessing student records, completion of a student educational plan and registration dates and issues are not appropriate for online advising. Students who pose questions about registration issues are directed to the Admissions and Records email: webregda@fhda.edu. *FTE funded classes* The Counseling Division offers a variety of courses that fulfill SSSP requirements. • Counseling 200, Orientation to College, is an in-depth class that covers the topics on the Orientation Checklist and prepares students to develop a comprehensive educational plan. • Counseling 20, Special Topics in Counseling, is an in-depth class that covers the topics on the Orientation Checklist, prepares students to develop a comprehensive educational plan and what it takes to be a successful student in a learning community. The target audience for this class is students enrolled in the Puente Project, First Year Experience and Sankofa Scholars programs. • Humanities 20, Life Skills for Higher Education, covers these topics that promote academic success: creative and realistic goal setting, academic and life management, cultural learning styles, college and community resources, library and Internet use, time management, and techniques to reduce math and science anxiety. This course aligns with SSSP Recommendation 5: Improve the education of basic skills students by identifying at-risk students and offering support through enrollment in this class. • Career Life Planning, 70 Self-Assessment, covers these topics that support career and major choices: self-assessment inventories to identify individual interests, values, skills, and personality types as they relate to career/college major options. Students become familiar with career development software, related technology and develop skills to enhance the job search process. This course aligns with SSSP Recommendation 1: Increase college and career readiness. • Career Life Planning 75, College Major and Career Options, covers and focuses on these topics: Identify compatible college majors and career options by completing a variety of self-assessment inventories. Examine how individual, family, social, and cultural perspectives influence the college major and career decision-making process. Review college major and career myths, the purpose and structure of higher education, and organizational structures found in employment settings. This course aligns with SSSP Recommendation 1: Increase college and career readiness.

Workshops and Activities
Throughout the year, the Counseling Division offers a variety of workshops (Choosing a College Major or Career, Transfer Tuesdays and Orientation Sessions) designed to answer students' questions and assist them with academic, transfer, career and major decision-making.

Online Advising
Asynchronous online advising is designed to answer students' general questions and to direct them to appropriate college resources.

Service Delivery Points
All students can access counseling services at various points along their academic pathway. New and continuing students have access to general counseling. There is also program-specific counseling for DSPS, EOPS, Puente Project, First Year Experience, Sankofa Scholars, athletes, international students, foster youth and veterans. New students are directed to orientation sessions and classes as well as Summer Bridge, Puente Project, First Year Experience and Sankofa programs; qualifying new and continuing students are directed to DSPS and EOPS services. Counselors are able to review new and revised educational plans electronically through a DegreeWorks report. Through online communication, counselors can guide students who either develop or revise their educational plans. Counselors can also approve students' educational plans without the students waiting for a counseling appointment or during drop-in counseling hours. Continuing and transfer students attend graduation workshops and meet individually with counselors to ascertain readiness for graduation, degree or certificate completion.

Further development, enhancement and additions of workshops and delivery modes are planned to meet the needs of students.

2. Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

Online Services
Currently, online services are limited to asynchronous advising. The college is in the process of developing more comprehensive online counseling and advising services.

In-Person Services: Individual, Groups
General, transfer and career counseling are available to individuals and groups. Personal counseling is available to individuals. Education planning, transfer requirements, career and major selection, academic probation, financial aid extension and veteran counseling are examples of general counseling topics. DSPS, EOPS and CalWORKs also offer a range of in-person counseling services. In addition, DSPS counselors determine academic accommodations for students.

Drop-in Counseling
The Counseling Division offers drop-in counseling to address brief questions or concerns that students present. Drop-in counseling times range from 15-30 minutes.

Counseling Appointments
Students may make appointments that range from 30-60 minutes. Typically, more complex issues are presented during these counseling sessions. Veteran and personal counseling sessions are usually scheduled as appointments unless students present an urgent need to see a counselor. Students are able to schedule counseling appointments during non-peak times.

Student Access to Counseling and Advising Services
During peak times, students have long wait times to see counselors and academic advisors. The Counseling Division has a triage system that is intended to reduce student wait times. There is current exploration of other ways to deliver counseling services that reduce the time students need to wait to see counselors and academic advisors.

Academic and Paraprofessional Counseling
General Counseling and EOPS have academic advisors who help students with education planning, general transfer requirements, career planning and major selection. (Academic advisors do not provide personal counseling.)

3. Describe the type of assistance provided to help students 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. These 90-minute sessions culminate with the development of a one-quarter educational plan. During the orientation session, students learn to select courses based on their assessment placement scores. Students are encouraged to enroll in math, English and 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. There is an online tutorial that instructs students how to use DegreeWorks on their own. Summer Bridge, Puente Project, First Year Experience and Sankofa Scholar students are members of Learning Communities that have pre-determined linked or paired courses.

4. Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.

    During orientation sessions, students are introduced to how they can develop a comprehensive educational plan using Degree Audit and DegreeWorks. Some students are able to develop comprehensive educational plans on their own. 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 the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

    Full-Time Counseling Positions

# of Staff	Position	Division	Role
14	General Counselors	Counseling	Coordinate SSSP

2	General Counselors	Athletics	Lead workshops, meet individuals for orientation, educational planning, educational goal/major selection, probation status
1	Articulation Officer/Counselor	Counseling	Develops and maintains articulation and transfer agreements and requirements that enable students to transfer to four-year colleges and universities.
2	Counselors	International Student Program	Help students understand requirements for maintaining eligibility to study at the college.
1	Counselor/Coordinator	Transfer Center	Responsible for transfer center counseling and activities
4	Counselors/Coordinators	Student Success and Retention Services	Lead workshops, meet students in Learning Communities for orientation, education planning, educational goal/major selection, probation status
2.25	Counselors	AANAPISI	Lead workshops, meet students for orientation, education planning, educational goal/major selection, probation status

Full-Time Categorical Counselors/Learning Disability Specialists

# of Staff	Position	Division	Role
4	Counselors	DSPS	Lead workshops, meet students with disabilities for orientation, education planning, educational goal/major selection, probation status
2	Counselors	EOPS	Lead workshops, meet EOPS students for orientation, education planning, educational goal/major selection, probation status
3	Learning Disability Specialists		Lead workshops, meet students with learning disabilities for orientation, education planning, educational goal/major selection, probation status

Part-Time Counseling Positions

# of Staff	Position	Division	Role
2	Counselors	CalWORKs	Lead workshops, meet students on cash aid program for orientation, education planning, educational goal/major selection, probation status
3	Counselors	EOPS	Lead workshops, meet EOPS students for orientation, education planning, educational goal/major selection, probation status

2	Academic Advisors	Counseling	Lead orientation workshops, develop, review, approve education plans
2	Academic Advisors	Transfer Center	Assist with transfer activities, workshops
1	Academic Advisor	Athletics	Develop, review, approve education plans, determine academic eligibility

The college plans to expand a distributed counseling model that will embed counselors in more instructional divisions. The intent is to provide more direct services to students in the areas of major planning, comprehensive education planning, career exploration, basic skills course completion and effective follow-up interventions.

6. Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

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

7. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising and other education planning services.

In addition to DegreeWorks, we will develop dynamic, interactive online modules for core SSSP topics: orientation, educational plan development, education goal selection, major selection and early alert. The college is purchasing Starfish Solutions' Early Alert software that will automate follow-up for at-risk student groups.

iv. Follow-Up for At-Risk Students

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at- risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
   a. Types of services are available to these students; how they are notified and when.
   b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
   c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
   d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

According to Title 5, Section 55525, students in the categories below comprise the target student audience:
- Students enrolled in Basic Skills courses (13,463)
- Students who have not identified an education goal and course of study (966)
- Students on academic or progress probation or facing dismissal. (1,403)

In addition to the categories above, De Anza College includes students in these groups:
- African Ancestry (1,621)
- Latino/Latina (8,174)
- Filipino/Pacific Islander (2,446)

Students in these historically underrepresented groups are considered at-risk based on achievement gap data cited in the Student Equity Plan.

In collaboration with the district's Educational Technology Services (ETS), messages are sent to students who have not identified an education goal and course of study as well as students who are on academic or progress probation or face dismissal. The Office of Institutional Research also provides quarterly data on these groups of students. The annual Student Success Scorecard reports details about these students in categories listed above.

Types of services available to students, how and when students are notified.
Students enrolled in Basic Skills courses are directed to the Student Success Center, which offers face-to-face tutoring services and 24/7 online tutoring services through Smarthinking.

Students who place into Basic Skills courses, based on assessment scores, are recruited by LinC (linked courses) and other learning communities: CREM, AAPI, Puente, First Year Experience, Sankofa Scholars Program, LART, MPS. In addition to embedded counseling, advising and early alert, many of the cohorts include tutoring in the programs. Recruitment occurs during outreach activities and after placement scores are available. Students are contacted numerous times after outreach activities.

The college is developing additional interventions to support students enrolled in Basic Skills courses. Below are examples of those interventions:

- Target interventions for students who do not pass their first Basic Skills course;
- Promote mini-courses/workshops in effective skills and habits of mind, including growth mindset;
- Include cultural capital, habits of mind and effective domain into orientation (online and in person);
- Incentivize early completion of Basic Skills courses and maintaining good academic standing (incentive: eligible students will meet academic criteria for BOG fee waiver);
- Incentivize full-time enrollment (appropriate adjustments for students with disabilities);
- Connect ESL and Basic Skills students to Financial Aid resources early in college application process;
- Increase, where needed, Basic Skills, transfer/GE and CTE offerings to ensure timely progress through education plan.
- Increase course offerings with high impact practices such as cohort learning (CREM, FYE, LinC, MPS, Puente, Sankofa Scholars).

Strategies for providing counseling, advising or other education planning services to assist them in selecting an education goal and course of study.

Students can determine their educational goal and course study through in-person orientation sessions (both on- and off campus) as well as online (after the modules are launched). The Counseling 200 course is not mandatory but offers another opportunity for students to select an educational goal, course of study and to develop a comprehensive educational plan. Career Life Planning 70 and Counseling 200 (Orientation to College) courses also offer opportunities for students to select an education goal and course of study. Choosing a Major and Choosing a Career Workshops, group and individual counseling are other services that assist students in selecting an education goal and course of study.

Marketing/Communications works closely with Admissions and Records, Counseling, Outreach, other campus resources and the district to send timely and consistent messages about the importance of having an education goal and course of study. There are also time appropriate, periodic postings on the college website and social media to encourage students to select an education goal and course of study.

Students on academic or progress probation or subject to dismissal and potential loss of priority registration.

Given the complexity of students' lives, it is important that we better understand reasons why they are on probation. It is important to understand each student group, not as at-risk students but as a whole; interventions may vary significantly based on the student group. Interventions need to incorporate a holistic approach that is attentive to all aspects of students' lives. For example, their life challenges are not compartmentalized and separate from their academic lives. However, systems are structured as though life challenges are not a part of students' academic experiences. This year, the college will explore how to integrate a more effective orientation, self-efficacy, a growth/success mindset, and development of larger support network (including formal mentor programs) into the student experience.

This year the college will also discuss enhancing current approaches to assisting at-risk students, particularly those on probation or close to probation status. There has been discussion about early contact and interventions as well as direct, in-person interventions when students are placed on probation. This fall, the college will purchase Starfish Solutions' Early Alert software and tools. The intervention will also inform students about the potential impact of losing their enrollment status. EOPS/CARE, DSPS, and Veterans are special populations of students who will be reminded about the consequences of losing their enrollment priority and conditions for obtaining their enrollment priority if it is lost. Below is an outline of the college's current approach to academic or progress probation or subject to dismissal.

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.

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, substance misuse issues, and ennui.

- *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.

How the services identified above are provided: online, in groups.
Services are offered in many ways: online and in-person, individual appointments, in groups, workshops, and classes.

How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.
- Develop a roadshow and other staff development that infuses basic skills pedagogy across the curriculum.
- Revising math and English job announcements to emphasize a love for teaching at the developmental level as well as multicultural approaches to basic skills.
- Increase sharing of instructional strategies among basic skills and discipline faculty;
- Interdepartmental alignment of entry/exit skills among levels;
- Early identification of at-risk students enrolled in courses;
- Promote a holistic approach to cognitive and social/emotional development of students;
- Encourage culturally responsive teaching methods; and

- Develop infusion (How-To) workshops that will develop critical thinking/active learning into the curriculum across disciplines.

The college will purchase Starfish Solutions' Early Alert software and will introduce to a pilot group of faculty and students. After the pilot has concluded, the early alert system will be introduced in stages to other groups of faculty and students. EOPS/CARE, CalWORKs, Puente, FYE and Sankofa Scholars currently have a manual early alert system that works well.

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

Many staff currently participate in, or will participate in, follow up services. Below is a table that lists those staff and a brief description of their roles.

# of Staff	Position	Division	SSSP Funded	Role
1	Dean of Counseling and Student Success	Counseling	Yes	Coordinates SSSP
22	Counselors	Counseling	Yes	Lead workshops, meet individuals for orientation, education planning, educational goal/major selection, probation status
5	Academic Advisors	Counseling	Yes	Participate in orientation, educational planning, probation status
1	Administrative Assistant II	Counseling	Yes	Schedules orientations, workshops, appointments, reports MIS data, provides office support
1	Administrative Assistant I	Counseling	Yes	Schedules SARS appointments, downloads data, staffs reception desk
1	Director of Financial Aid	Financial Aid	No	Notifies and meets with financial aid recipients who are on probation

The college is also evaluating the need for new staff. Below is a preliminary list of additional staffing needs.

# of Staff	Position	Division	SSSP Funded	Role
1	Counselor, Full-Time (Special Population)	Counseling	Yes	Work specifically with Veterans, Foster Youth, male students, education planning
15	Counselors, Part-Time	Counseling	Yes	Lead workshops, meet individuals for orientation, education planning, educational goal/major selection, probation status
1	Academic Advisor	Counseling	Yes	Lead workshops, develop educational plans
1	Administrative Assistant	Counseling	Yes	Staff reception desk, schedule appointments, upload SARS data
10	Student Ambassadors	Counseling	Yes	Assist with DegreeWorks usage for educational plan development
2	Temporary Employee Assistance (TEAs)	Counseling	Yes	Staff reception desk during peak enrollment, counseling times

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

Starfish Solutions' Early Alert tool is being purchased for follow-up services. Below is a description of the Early Alert system from the Starfish web page.

Learn More, Earlier, About Your Students
Success is a moving target, and students need different kinds of encouragement at different times. The challenge is knowing which students are facing which obstacles – and then getting that information into the hands of the people who can help.

Starfish EARLY ALERT contains early warning and student tracking tools that help collect information and manage concerns in a way that respects different groups' unique workflows, so they can reach more students with deeper engagement.

Starfish EARLY ALERT is different from other solutions in a number of ways, including:

• **Seamless Integration.** The Starfish platform can automatically gather information from your SIS, LMS and other systems to put all of a student's information in a central, secure, accessible place and trigger alert flags and kudos based on that data.
• **Highly Customizable.** No two institutions – and no two departments – are the same. Web Wizard interfaces make it easy to create custom flag types, determine the rules for each type, and add roles and workflows to match.
• **Faculty-Friendly.** Your instructors don't want to do a lot of data entry, but their perspectives are critical. Quick-click Progress Surveys and attendance tools make it easy for them to contribute to your student success efforts.

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

IIb.   Related Direct Program Services (District Match Funds only)

i. Institutional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

As part of the evaluation process, the college will continue to complete, update and review its departmental student equity plans in line with its Six-year Planning and Resource Allocation Model. The planning model includes ongoing development and assessment of student equity plans on an annual basis: www.deanza.edu/ir/planning/Quilt_Chart_11_14_13_Detail_approved.pdf. This process will be led by the Office of Equity and monitored by the College Planning Committee (CPC).

The Institutional Research Office will also continue to evaluate progress made by SSSP activities on an annual basis as part of the ongoing updates to the SSSP and equity reports. The college will be engaging in an update of its Educational Master Plan in the 2014-15 academic year, and the Research Office will propose that many of the SSSP and Equity Metrics be included as Institutional Metrics in the Educational Master Plan. The Master Plan is updated and shared with the governance groups each fall, thus, each Equity Metric will be evaluated and discussed as part of this ongoing process.

As another part of the resource allocation and planning processes, the Student Services Planning and Budget team and Instructional Planning and Budget team require each department to report their progress on achieving a variety of student equity metrics each year. The Office of Equity closely reviews the Program Review data and divisional student equity plans and provides feedback and coaching for helping departments strengthen their efforts the following year.

The college also acknowledges the overlap between the Equity Report and the Student Success Support Program plan and intentionally incorporated many of the efforts underway in the SSSP plan into the Equity Plan. As the college moves forward with both plans, it will continue to evaluate the plans simultaneously and provide feedback to stakeholders on their progress and identify areas for improvement.

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.
- **DegreeWorks Education Planning** and **Degree Audit**: Third-party (Ellucian) tool provided through portal
- *SARS:* Appointment scheduling for orientation, assessment, counseling and advisement
- *Online Advising:* Asynchronous advising that answers general questions
- *Career Exploration:* Virtual Career Library, California Career Café, Eureka, Myers-Briggs Type Inventory
- *Online Orientation:* In development
- *Probation Tutorial:* In development

IIc. Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy
   Provide a description of the college or district's adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

As permitted by statute and regulation, Foothill and De Anza College shall exempt from the assessment, orientation and counseling components of state-mandated matriculation requirements, new students who are:

1. Taking courses to improve their employment opportunities or for in-service training
2. Taking courses for personal development
3. Concurrently enrolled in grades K-12
4. Concurrently enrolled at a four-year college or university

The following new students shall be exempt from one or more components of the matriculation requirements:
1. Recipients of an associate or higher degree and not taking courses for another degree or certificate are exempted from orientation and counseling, and waived from placement testing with documentation of English and mathematics prerequisites.
2. Those with reading, writing and mathematics course work successfully completed at another college may be credited with assessment and may be waived from placement testing.
3. Those who have completed twelve or more units at another college, including an orientation course or service, may be credited with the orientation component upon consultation with the appropriate staff member.

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

2. Policies
   Describe the college's student appeal policies and procedures.

In addition to general appeals, students may also appeal loss of enrollment priority by completing and submitting an Enrollment Priority Appeal form to Admissions and Records. The dean of Admissions and Records will review these appeals based on the criteria for loss of priority enrollment: extenuating circumstances, excessive units, academic and/or progress improvement, enrollment below full-time (12 units) and disability accommodation not received in a timely manner.

3. Prerequisite Procedures
   Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

The college follows the Foothill-De Anza Community College District's Administrative Procedures (AP 6060) for the establishing, reviewing, and challenging of prerequisites, co-requisites, and advisories on recommended preparation. The procedures have been developed and will be implemented pursuant to the standards set by Title 5, which mandates primary reliance on faculty for the establishment of prerequisites. The college relies on the curriculum review process, which includes periodic review of prerequisites to ensure that the prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review.

4. Professional Development
   Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

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.
- Flex Day will be refocused on teaching and learning for student success and retention. Special sessions on "meeting students where they are" (equity in practice) will be offered, which informs the college's commitment and efforts for student success and retention. Sessions will include cultural humility and equity pedagogies for student success.
- 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).
- Increase De Anza's cultural humility workshops. Cultural humility is part of the guiding philosophy and approach of the Office of Equity for engendering equity, social justice and multicultural education at De Anza College. Diversity alone does not result in equity or inclusion. These workshops are critical in creating a climate in which student success and retention is deeply connected and understood through the lens of equity and social justice. Cultural humility is a conceptual framework for deepening the work and engagement in equity pedagogies and relational trust.

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.

5. <u>Coordination with Student Equity Plan and Other Planning Efforts</u>
Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

In the college's Educational Master Planning documents ("De Anza 2005: Pathways to Excellence," 1999 and "Where We Have Been Where We are Going," 2010) student equity has clearly been articulated as a critical goal. It was first put forward in 2005 that the college should aim to "improve the student success rates of all ethnic, gender and disability groups for all major indicators of student outcomes so that they will be comparably high with no more than a 5% variance between each group," and that divisions and departments would guide these efforts "through plans to achieve student equity." In response to this goal, the "De Anza 2005: Pathways to Student Equity" document was developed and approved by the participatory governance groups as the Master Plan for the campus's student equity initiative. This document reiterates the goal to narrow the achievement gap of all student groups to within a 5% variance. It established a five-point student equity model that represented the areas to be addressed. This 2005 document continued to shape college planning and equity goals for 2010-15, which was again reflected in the Educational Master Plan.

The issues of access, retention, persistence, course completion and transfer are the focus of the student equity initiative that supports the goals of the Student Success Support Program. Today, in each Instructional Division and in the Student Services areas, through the development of both one-year Student Equity Plans and five-year Divisional Equity Plans, goals and objectives are established to address issues of student success. The Five Point Model is utilized as a lens through which administrators, faculty, staff and students might consistently view their progress towards achieving department, division, student and institutional equity goals. The Five Point Model is as follows:
- Research – To identify general and discipline-specific programs, courses and best practices which show a high degree of success with groups of students currently underachieving and under-served by the institution;
- Curriculum development – Develop curriculum, pedagogy (instructional strategies, etc.) and student services evaluation (assessment of need, impact, quality of service);
- Professional development;
- Evaluation of curriculum and pedagogy using multiple assessment methods;
- Longitudinal studies of identified cohorts of students prior to and beyond their De Anza experience.

Specifically, the Student Success Support Program Advisory Committee, working in partnership with the Office of Equity and the college's Developmental and Readiness Education Taskforce (BSI committee), will develop course bridge programs, enhance our Learning Community programs, provide ongoing professional development opportunities for enhancing effective practice in ESL and basic skills instruction, and enhance peer-support and tutorial programs.

The Student Success Support Program Advisory Committee, working in partnership with the Office of Equity and the college's Developmental and Readiness Education Taskforce (DARE, the BSI committee) will also host an annual achievement gap and basic skills institute, in addition to hosting ongoing communities of practice, to engage staff in cross-disciplinary equity problem-solving discourse on issues such as: which students are being lost at disproportionate

rates and why; institutional remedies for bridging the gap between basic-skills and transfer level courses; how to more closely align instruction with student success and overall institutional effectiveness measures; and how faculty can intervene and provide early academic alter-interventions for targeted students.

6. Coordination in Multi-College Districts
   In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

There are district committees that meet to discuss appropriate coordination on key elements such as enrollment priorities, MIS data collection/reporting and SSSP plans.

- **Enrollment Priorities:** Both colleges, with district leadership, discussed and developed the enrollment priorities.
- **SSSP Implementation Plans and Budgets:** Under the leadership of the vice chancellor for Business Services, both colleges discussed the processes and timelines for completing the plan and budget.
- **Probation level holds:** Although each college handles follow-up differently, it is mutually agreed upon to have the same probationary statuses and holds between the two colleges
- **Disqualification:** It was mutually agreed upon that students who been disqualified will have to take classes outside of the district for at least one quarter before they can appeal to come back to either college.

Collaborative efforts have been made in reporting MIS data generated from DegreeWorks degree audit system and SARS appointment system reason codes. Collaboration also occurs though joint weekly Student Services/Educational Technology Services (ETS) meetings to discuss issues such as Banner implementation and updates, and DegreeWorks and MyPortal concerns improvements.

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory. The following attachments are required:
Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, 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.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, 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). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

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.

Other Attachments (optional)
Additional attachments may include SSSP forms or templates that illustrate section responses.
You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:
Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

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: Stacey A. Cook   Title: Vice President, Student Services

Stakeholder Group: Co-Chair, SSSP Committee

Name: Rowena Tomaneng   Title: Associate Vice President, Instruction

Stakeholder Group: Co-Chair, SSSP Committee

Name: Angela Caballero de Cordero   Title: Dean, Counseling & Matriculation

Stakeholder Group: SSSP Committee

Name: Anita Kandula   Title: Dean, Biological Health & Environmental Sciences

Stakeholder Group: SSSP Committee

Name: Michele LeBleu-Burns   Title: Dean, Student Development & EOPS

Stakeholder Group: SSSP Committee

Name: Kathleen Moberg   Title: Dean, Admissions & Records

Stakeholder Group: SSSP Committee

Name: Lorrie Ranck   Title: Dean, Learning Resources

Stakeholder Group: SSSP Committee

Name: Thomas Ray   Title: Dean, Language Arts

Stakeholder Group: SSSP Committee

Name: Jerry Rosenberg   Title: Dean, Physical Sciences, Math & Engineering

Stakeholder Group: SSSP Committee

Name: Deborah Centanni   Title: Executive Head, Educational Diagnostic Center

Stakeholder Group: SSSP Committee

Name: Kevin Glapion   Title: Executive Head, Disability Support Services

Stakeholder Group: SSSP Committee

Attachment A
Student Success and Support Program Plan Participants (continued)

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

Stakeholder Group: SSSP Committee

Name: Rob Mieso   Title: Director, Outreach & Relations with Schools

Stakeholder Group: SSSP Committee

Name: Veronica Neal   Title: Director, Equity, Social Justice & Multicultural Education

Stakeholder Group: SSSP Committee

Name: Jackie Reza   Title: Director, Staff & Organizational Development

Stakeholder Group: SSSP Committee

Name: Melissa Aguilar   Title: Supervisor, Student Success Center

Stakeholder Group: SSSP Committee

Name: Stephen Fletcher   Title: Supervisor, Assessment

Stakeholder Group: SSSP Committee

Name: Marty Kahn   Title: Supervisor, Technology Resources

Stakeholder Group: SSSP Committee

Name: April Qian   Title: Supervisor, Distance Learning Center

Stakeholder Group: SSSP Committee

Name: Diana Alves de Lima   Title: Instructor, Student Success Center

Stakeholder Group: SSSP Committee

Name: Patty Burgos   Title: Counselor

Stakeholder Group: SSSP Committee

Name: Mayra Cruz   Title: Instructor, Early Childhood Development

Stakeholder Group: SSSP Committee

Name: Jen Myhre   Title: Instructor, Sociology
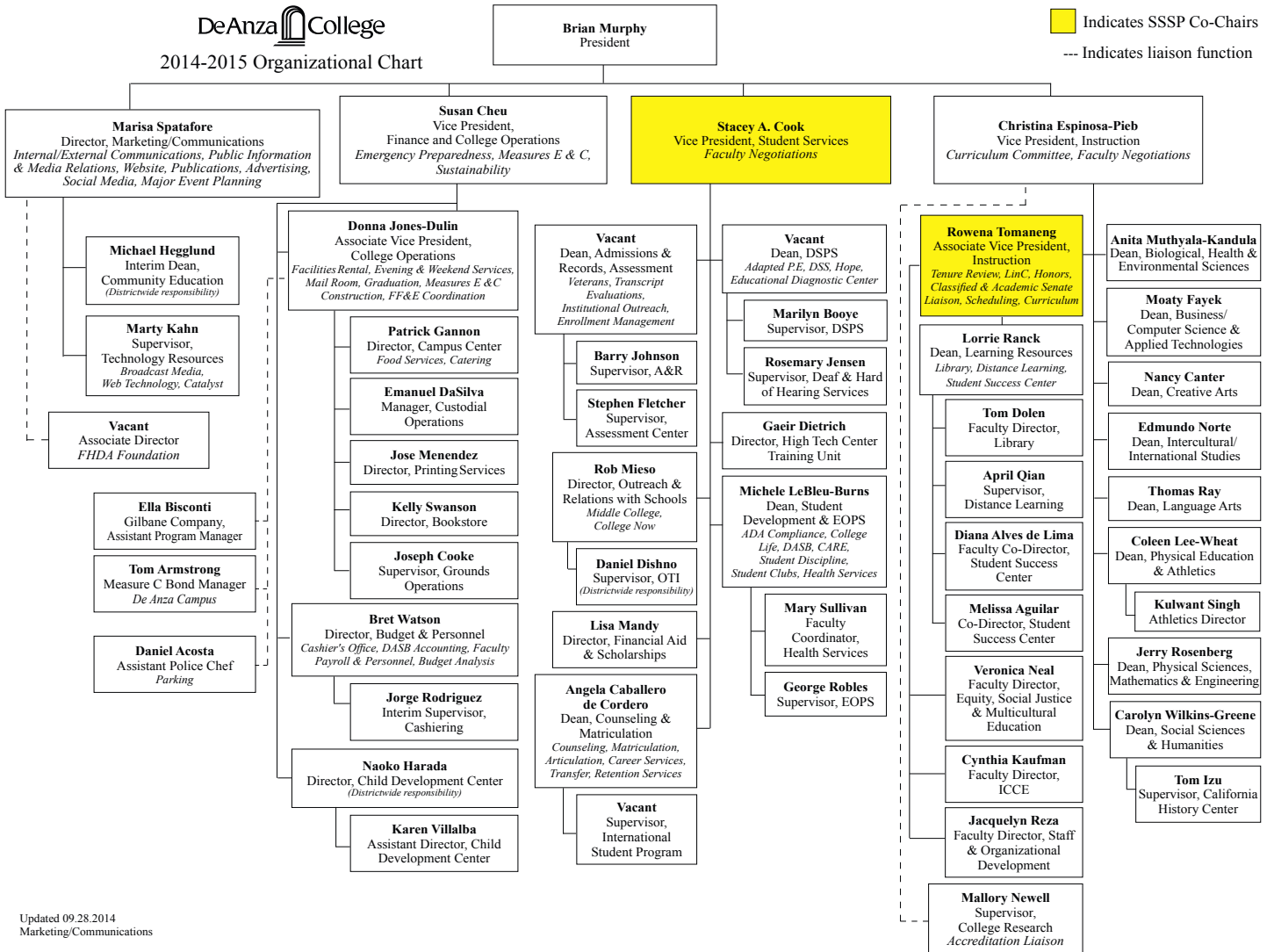
Stakeholder Group: SSSP Committee

Attachment B
Organizational Chart

DeAnza College
2014-2015 Organizational Chart

Brian Murphy
President

■ Indicates SSSP Co-Chairs

--- Indicates liaison function

Marisa Spatafore
Director, Marketing/Communications
Internal/External Communications, Public Information & Media Relations, Website, Publications, Advertising, Social Media, Major Event Planning

Susan Cheu
Vice President,
Finance and College Operations
Emergency Preparedness, Measures E & C, Sustainability

Stacey A. Cook
Vice President, Student Services
Faculty Negotiations

Christina Espinosa-Pieb
Vice President, Instruction
Curriculum Committee, Faculty Negotiations

Michael Hegglund
Interim Dean,
Community Education
(Districtwide responsibility)

Marty Kahn
Supervisor,
Technology Resources
Broadcast Media, Web Technology, Catalyst

Vacant
Associate Director
FHDA Foundation

Ella Bisconti
Gilbane Company,
Assistant Program Manager

Tom Armstrong
Measure C Bond Manager
De Anza Campus

Daniel Acosta
Assistant Police Chief
Parking

Donna Jones-Dulin
Associate Vice President,
College Operations
Facilities Rental, Evening & Weekend Services, Mail Room, Graduation, Measures E &C Construction, FF&E Coordination

Patrick Gannon
Director, Campus Center
Food Services, Catering

Emanuel DaSilva
Manager, Custodial
Operations

Jose Menendez
Director, Printing Services

Kelly Swanson
Director, Bookstore

Joseph Cooke
Supervisor, Grounds
Operations

Bret Watson
Director, Budget & Personnel
Cashier's Office, DASB Accounting, Faculty Payroll & Personnel, Budget Analysis

Jorge Rodriguez
Interim Supervisor,
Cashiering

Naoko Harada
Director, Child Development Center
(Districtwide responsibility)

Karen Villalba
Assistant Director, Child
Development Center

Vacant
Dean, Admissions &
Records, Assessment
Veterans, Transcript Evaluations, Institutional Outreach, Enrollment Management

Barry Johnson
Supervisor, A&R

Stephen Fletcher
Supervisor,
Assessment Center

Rob Mieso
Director, Outreach &
Relations with Schools
Middle College, College Now

Daniel Dishno
Supervisor, OTI
(Districtwide responsibility)

Lisa Mandy
Director, Financial Aid
& Scholarships

Angela Caballero de Cordero
Dean, Counseling &
Matriculation
Counseling, Matriculation, Articulation, Career Services, Transfer, Retention Services

Vacant
Supervisor,
International
Student Program

Vacant
Dean, DSPS
Adapted P.E, DSS, Hope, Educational Diagnostic Center

Marilyn Booye
Supervisor, DSPS

Rosemary Jensen
Supervisor, Deaf & Hard
of Hearing Services

Gaeir Dietrich
Director, High Tech Center
Training Unit

Michele LeBleu-Burns
Dean, Student
Development & EOPS
ADA Compliance, College Life, DASB, CARE, Student Discipline, Student Clubs, Health Services

Mary Sullivan
Faculty
Coordinator,
Health Services

George Robles
Supervisor, EOPS

Rowena Tomaneng
Associate Vice President,
Instruction
Tenure Review, LinC, Honors, Classified & Academic Senate Liaison, Scheduling, Curriculum

Lorrie Ranck
Dean, Learning Resources
Library, Distance Learning, Student Success Center

Tom Dolen
Faculty Director,
Library

April Qian
Supervisor,
Distance Learning

Diana Alves de Lima
Faculty Co-Director,
Student Success
Center

Melissa Aguilar
Co-Director, Student
Success Center

Veronica Neal
Faculty Director,
Equity, Social Justice
& Multicultural
Education

Cynthia Kaufman
Faculty Director,
ICCE

Jacquelyn Reza
Faculty Director, Staff
& Organizational
Development

Mallory Newell
Supervisor,
College Research
Accreditation Liaison

Anita Muthyala-Kandula
Dean, Biological, Health &
Environmental Sciences

Moaty Fayek
Dean, Business/
Computer Science &
Applied Technologies

Nancy Canter
Dean, Creative Arts

Edmundo Norte
Dean, Intercultural/
International Studies

Thomas Ray
Dean, Language Arts

Coleen Lee-Wheat
Dean, Physical Education
& Athletics

Kulwant Singh
Athletics Director

Jerry Rosenberg
Dean, Physical Sciences,
Mathematics & Engineering

Carolyn Wilkins-Greene
Dean, Social Sciences
& Humanities

Tom Izu
Supervisor, California
History Center

Updated 09.28.2014
Marketing/Communications

Attachment C
SSSP Advisory Committee

The Student Services Planning and Budget Team (SSPBT) is serving as the transitional Advisory Committee. The development of a standing committee is underway, and will include broad collegewide representation as well as community members from area high schools.

Name: Stacey A. Cook   Title: Vice President, Student Services

Name: Patty Burgos   Title: Counselor

Name: Angela Caballero de Cordero   Title: Dean, Counseling & Matriculation

Name: Randy Claros   Title: Counselor

Name: Kevin Glapion   Title: Executive Head, Disability Support Services

Name: Keri Kirkpatrick   Title: Library Technician

Name: Michele LeBleu-Burns   Title: Dean, Student Development & EOPS

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

Name: Rob Mieso   Title: Director, Outreach & Relations with Schools

Name: George Robles   Title: Supervisor, EOPS

RESOURCES

- [Senate Bill 1456](#)

- [California Code of Regulations, Online](#)

- Student Success and Support Program Student Equity Plan

- [Accrediting Commission for Community and Junior Colleges](#)

- [Chancellor's Office Basic Skills web site](#)