

**De Anza College
Student Equity Plan**

November 24, 2014

DE ANZA COLLEGE STUDENT EQUITY PLAN

Table of Contents

Signature Page	1
Executive Summary	2
Target Groups	4
Goals	5
Activities	5
Resources	8
Contact Person/Student Equity Coordinator	9
Campus-Based Research	10
Indicator Definitions and Data	11
Access	11
Course Completion (<i>Retention</i>)	14
ESL and Basic Skills Completion	20
Degree and Certificate Completion	36
Transfer	52
Goals and Activities	57
Access	58
Course Completion (<i>Retention</i>)	60
ESL and Basic Skills Completion	61
Degree and Certificate Completion	62
Transfer	63
Budget	65
Evaluation Schedule and Process	67
Attachments	69

De Anza College Student Equity Plan Signature Page

District: Foothill-De Anza Date Approved by Board of Trustees: _____

College President: Brian Murphy  _____

Vice President of Student Services: Stacey Cook  _____

Vice President of Instruction: Christina Espinosa-Pieb  _____

Academic Senate President: Mayra Cruz  _____

Student Equity Coordinator/Contact Person: Veronica Neal  _____

Executive Summary

EXECUTIVE SUMMARY

The De Anza College community has demonstrated a commitment to achieving student equity for well over a decade. We understand that equity is not simply about the numbers or closing the racial achievement gap, but that equity comes from meeting the unique needs of each student through individualized instruction, a welcoming and supportive environment, a sense of value and connectedness, and culturally responsive policies and practices (Bensimon, 2005; Bauman, 2005; Schiorring and Purnell, 2012). In order to achieve equality in outcomes, we must first engage in the praxis of equity; thus, equity scholars argue that equity in practice results in equality of outcomes (Bauman 2005; Bustillos, et al. 2011; Kranich, 2001; and Linton, 2011). Historically, De Anza College, like most academic institutions, have focused on student success – or closing the achievement gap – by focusing on students according to race, gender, and at times, socioeconomic status as it relates to instructional practices and student developmental programs. However, we now know that our efforts must shift in the direction of equity, which requires that instructors, and the institution at large, must examine instructional practices as well as structural barriers to student success (Bensimon, 2005; Singleton and Linton, 2006). To this end, closing the racial achievement gap is one measure of institutional equity. It requires that we not only coach students on how best to do their part, but that instructors teach in culturally responsive ways so that all students can be successful, and that our institution enhances systems that are welcoming and just.

With this understanding in mind, the former Office of Diversity was reconstituted in 2012 to undertake more intentionally the depth and breadth of equity and social justice work, as represented by its renaming as the Office of Equity, Social Justice and Multicultural Education. This shifted the focus from addressing student achievement from a frame of cultural diversity or cultural deficiency to a more holistic and institutional equity cognitive frame, as proposed by Bensimon (2005). Equity planning processes were also revamped, now including not only broad student success equity planning but also newly implemented, highly specific equity planning in each Instructional division and Student Services area. This work addresses, and is supported by, the state Student Success and Support Program (SSSP) and the related Student Equity Crosswalk document, which asks how the college is working to address institutional accountability and structural changes. In short, De Anza College is committed to examining equity issues across the institution, with targeted approaches based on identified critical need areas. Thus, we distinguish between these collegewide and divisional planning initiatives as represented below.

Divisional Equity Plans	Student Success Equity Plans
<p>A Divisional Equity Plan is a strategic response to institutional barriers through organizational cultural transformation. The initiative looks at the internal and external needs of the department or division in the areas of equity, social justice, diversity and multicultural education, and responds with a strategically aligned approach. Initiatives should have a short- and long-term focus, as well as very specific goals and objectives. They should also be easily measurable and tied to the college's overall mission and Institutional Core Competencies. The entire division or department should be held accountable for implementation and the overall success of the equity plans.</p>	<p>The Student Success Equity Plan is intended to help guide student engagement and pedagogical praxis as well as aid the college in working together toward this common goal. It should be strategically aligned with the division or department's equity plan and updated annually. This report, detailed below, will serve as a critical lens for assessing successes and reporting data in the annual program review.</p>

In the college's Educational Master Plan documents (*De Anza 2005: Pathways to Excellence, 1999* and *Where We Have Been, Where We are Going, 2010*), student equity has been clearly articulated as a critical goal. In 2005, it was declared 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 student equity plans. In response to this goal, *De Anza 2005: Pathways to Student Equity* was developed and approved by the participatory governance groups as the master plan for the campus' 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 represents the areas to be addressed. That model continued to shape college planning and equity goals for 2010-2015, which were 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. Today, in each Instructional division and Student Services area, 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 can consistently view their progress toward 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 who are underserved 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

Given the college's current commitment to the Goals of Student Equity as articulated by Title 5 regulations, Section I of the Student Equity Plan document will address the following:

- Target Groups
- Goals
- Activities
- Resources
- Contact Person

Target Groups

Target groups addressed in this student equity plan are populations experiencing a greater than 5% gap in their level of achievement as compared to other groups, as measured by one or more indicators of student success. Target groups are students who identify as Black (African American/African), Filipino or Latino (both native English speakers and English language learners). Additional student populations addressed in this plan include students in Extended Opportunity Programs and Services (EOPS), students with disabilities, foster youth, and veteran, low-income, undocumented and LGBTQQI students.

Goals

- A. **Student Success Indicator for Access**
Compare the percentage of each population group enrolled to the percentage of each group in the adult population within the community served.
- B. **Student Success Indicator for Course Completion**
Consider the ratio of the number of credit courses that students by population group complete by the end of the term, compared to the number of courses in which students in that group are enrolled on the census day of the term.
- C. **Student Success Indicator for ESL and Basic Skills**
Consider the ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course, compared to the number of those students who complete such a final course.
- D. **Student Success Indicator for Degree and Certificate Completion and Transfer**
Consider the ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same declared matriculation goal.
- E. **Student Success Indicator for Transfer**
Consider the ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more years (up to six years).
- F. **All Student Success Indicators: Our Additional Campus Commitment**
To engage faculty and classified professionals in developing and implementing strategies and best practices that will positively impact the college environment, achievement and learning outcomes of those student groups that have been identified as target populations.

Campuswide Equity Planning Activities

1.0 Research and Identification of Successful Programs

- 1.1 Identify existing courses, programs and interventions that have increased the success rates of the student populations identified by the colleges' student equity plan.
- 1.2 Identify and research ways to replicate the core components (effective practices) utilized by successful academic programs such as EOPS, First Year Experience (FYE), Initiatives to Maximize Positive Academic Achievement and Cultural Thriving of Asian American and Pacific Islander students at De Anza College (IMPACT AAPI), Latina/o Empowerment at De Anza (LEAD), Learning in Communities (LinC), Math Performance and Success (MPS), Occupational Training Institute (OTI), Puente, and Sankofa.

- 1.3 Identify and research additional programs and services that demonstrate increased academic success and student equity for those student populations that have historically been underserved by the college.

2.0 Curriculum

- 2.1 Review all current one- and five-year division/department student equity plans to assess the need for curriculum revision and development.
- 2.2 Assist divisions with the development of an equity core team (a group guiding and facilitating division equity work) that can assist departments with curriculum review and development, and coaching around equity content and pedagogies.
- 2.3 Assist departments and divisions in rewriting and developing curriculum to ensure that all courses utilize curricula that reflect multicultural and global perspectives.
- 2.4 Assist departments and divisions in developing new or enhancing existing curriculum that will be foundational to discipline-related civic capacity for equity and social justice initiatives. Such initiatives will serve to more effectively link the academic experience with the communities of origin of the student populations identified as experiencing more than a 5% achievement gap. These initiatives will also encourage and empower students with skills to engage in leadership on campus around issues of inequity and closing the racial achievement gap.
- 2.5 Examine and assess the extent to which existing curricula address the variety of learning styles and levels of English language proficiency represented by the populations targeted by the college and department/division student equity plans.
- 2.6 Assess the effectiveness of the curriculum and pedagogies utilized in basic skills Language Arts and Mathematics courses in enabling course takers in the target populations to move into college-level courses.

3.0 Student Support Services

- 3.1 Review one- and five-year Student Services department/division equity plans to determine and assess how the plans address the target populations designated by the college's student equity plan. As necessary, update existing goals, objectives and activities.
- 3.2 Develop profiles of the students who currently access services and determine which populations are not accessing services.
- 3.3 Develop intervention strategies that will increase the access to support services by the designated student populations. Intervention strategies will include technology-enhanced student support services.

- 3.4 Assess and determine what types of cross-cultural skills and abilities are required for employees who deliver services to target populations.
- 3.5 Determine culturally responsive practices and core strategies utilized in services delivery to successfully address the needs of target populations.
- 3.6 Identify factors that are barriers to accessing support services and may have a negative impact on achieving student equity goals (e.g. long lines and extended waiting periods to access services, including financial aid, academic advising and counseling).
- 3.7 Develop strategies to address barriers to accessing culturally responsive support services.
- 3.8 Assess and determine effective environmental strategies within the physical spaces utilized as service delivery sites. Explore how those environments reflect nurturing and supportive environments geared toward the culture, language, gender, and physical abilities of targeted student populations.

4.0 Professional Development

- 4.1 Review division/department one- and five-year student equity plans to determine professional development needs as they relate to working with target student populations.
- 4.2 Provide professional development opportunities that are discipline specific and that address issues of student access, retention and success.
- 4.3 Provide specific professional development and training that focus on the development of cultural humility praxis, application of equity pedagogies, and the development of curriculum that encompasses multicultural and global perspectives.
- 4.4 Provide training and professional development, for departments/divisions, on the application and utilization of culturally inclusive assessment measures for student equity plan goals and objectives.
- 4.5 Provide professional development to equity core teams (the groups guiding and facilitating divisional equity work) on how to build understanding of the racial achievement gap, best practices in creating equity-minded environments, how to have courageous conversations on institutional barriers, and equity pedagogies.
- 4.6 Provide professional development opportunities for classified professionals, administrators and department chairs on topics such as creating a welcoming environment, leading by example, coaching for equity and supporting student success in every role.

5.0 Evaluation and Assessment

- 5.1 Work with the college's Office of Institutional Research to develop a research template that will be systematically utilized to assess progress toward meeting campus student equity plan goals.
- 5.2 Provide departments/divisions with appropriate resources and information to assist in the evaluation and assessment of discipline-specific student equity plan goals and objectives as reflected in the One Year and Five Year plans.
- 5.3 Work with the college's Office of Institutional Research to assist departments/divisions in conducting a longitudinal cohort study to track the success of student participants.
- 5.4 Work with the college's Equity Action Council (EAC) and district subcommittee on the biannual equity climate survey for students, faculty, classified professionals and administrators.

Resources

Fiscal Support:

The fiscal support for the Student Equity Plan will be provided by existing funds from a variety of sources within the institution. Equity work to date has been supported by limited funding from the Office of Instruction, state and federal grants, and De Anza Student Body (DASB) funds. The college has also budgeted a full-time position for the faculty director of the Office of Equity, Social Justice and Multicultural Education. In light of staff and operating budget reductions resulting from the recent state fiscal crisis, additional resource and capacity building will be required in the implementation of the plan.

People Support:

The college's greatest resources are faculty and staff who are deeply committed to issues of equity and social justice. To capitalize on this resource, and critical to our theory of change, is the empowerment of equity advocates to help guide their individual departments and divisions. To this end, individuals are recruited and provided training and coaching support to engage in activities such as hiring committees and equity core teams, and to serve as equity liaisons. These are all important roles for the development and deepening of equity initiatives through creating shared language, meaningful discourse around an equity cognitive frame, facilitating courageous conversations, and providing opportunities for critical self-reflection and skills enhancement.

Strategic Initiatives:

Four strategic initiatives guide equity work at De Anza: Outreach to Historically Underrepresented Students, Cultural Competence, Individualized Attention to Students, Retention and Success, and Community Collaborations (www.deanza.edu/strategicplan/). Campus activities include climate survey culture assessments, annual equity and program reviews, equity strategic planning, democratic and civic capacity-

building for social justice, learning communities, and basic skills enhancement. The activities create a web of support systems that enhance student success and guide faculty toward shared goals of equity and a social justice education institution. The strategic initiatives are critical tenets to move the equity agenda forward.

This Student Equity Plan further highlights goals and activities identified above as well as those specifically identified by the state as measures of equity progress. All activities fully address and are integrated, per the recommended crosswalk, with both collegewide and SSSP-related initiatives. Activity outcomes reflect these combined efforts. All of De Anza College's efforts are guided by our theory of change, the college's vision, mission and values, and most importantly, a passionate commitment to equity and social justice.

Contact

Veronica A. K. Neal, Ph.D., Director
Office of Equity, Social Justice and Multicultural Education
De Anza College
21250 Stevens Creek Blvd.
Cupertino, CA 95014
Phone: 408.864.5338
Email: nealveronica@deanza.edu

Campus-Based Research

CAMPUS-BASED RESEARCH

- A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Student Population and County Population

With regard to the rate of students enrolled at De Anza in relation to their population in the county, the college feels that it is doing a good job with outreach to African American students, who are statistically overrepresented on campus as compared to the region. This is also the case for Asian, Filipino and Pacific Islander students. These findings are in line with the strategic initiative to increase enrollment of these historically underrepresented groups as well as Latina/o students. The college is committed to continuing its work to recruit and enroll students from the targeted populations.

Student Population and County Population – Ethnicity

Table 1. Santa Clara County Adult Population and Student Enrollment by Ethnicity, 2013

	Adult Count	Adult Rate	Student Count	Student Rate
African American	38,070	2.77%	1,154	5.08%
Asian/Filipino/PI	464,553	33.76%	10,715	47.14%
Latino/a	352,509	25.62%	5,247	23.09%
Native American	3,283	0.24%	160	0.70%
White	517,436	37.61%	5,452	23.99%
Total	1,375,851	100.00%	22,728	100.00%

Source: CA Dept of Finance Population Projects, P-3 Report; FHDA IR&P FH Fall 2013 Factsheet

Table 2. Santa Clara County Adult Population Proportionality Index of Student Enrollment by Ethnicity, 2012-13

	Adult Count %	Student Count %	Population Proportionality
African American	2.77%	5.08%	1.83
Asian/Filipino/PI	33.76%	47.14%	1.40
Latino/a	25.62%	23.09%	0.90
Native American	0.24%	0.70%	2.95
White	37.61%	23.99%	0.64

Source: CA Dept of Finance Population Projects, P-3 Report; FHDA IR&P FH Fall 2013 Factsheet

Table 3. Santa Clara County Adult Population and Student Enrollment and 80% Index by Ethnicity, 2012-13

	Adult Count	Student Rate	Population Rate	80% index
African American	38,070	1,154	3.03%	1.00
Asian/Filipino/PI	464,553	10,715	2.31%	0.76
Latino/a	352,509	5,247	1.49%	0.49
Native American	3,283	160	4.87%	1.61
White	517,436	5,452	1.05%	0.35

Source: CA Dept of Finance Population Projects, P-3 Report; FHDA IR&P FH Fall 2013 Factsheet. Native American is not used as the reference due to the small sample size. African American was therefore used.

Financial Aid

The Office of Financial Aid and Scholarships is doing a good job in providing access to financial assistance for all students, including minority populations. The college plans to focus greater outreach on Filipino students to bring them closer to the rate of African American and Latino students, as well as to explore financial aid awards by ethnicity and gender to determine if some groups access the resource at a disproportionate rate. Further research will be done in this area.

Financial Aid - Gender

Table 4. De Anza College Enrollment and Financial Aid Counts and Percentages by Gender, 2012-13

	Headcount	Headcount Rate	Financial Aid Count	Financial Aid Percent
Female	18,839	49.71%	6,615	52.56%
Male	19,062	50.29%	5,971	47.44%
Total	37,901	100.00%	12,586	100.00%

Source: FHDA IR&P, ODS

Table 5. De Anza College Proportionality Index of Financial Aid Rates by Gender, 2012-13

	Headcount %	Financial Aid %	Financial Aid Proportionality
Female	49.71%	52.56%	1.06
Male	50.29%	47.44%	0.94

Source: FHDA IR&P, ODS

Table 6. De Anza College Financial Aid and 80% Index by Gender, 2012-13

	Enrollment Count	Financial Aid Count	Financial Aid Rate	80% index
Female	18,839	6,615	100.00%	1.00
Male	19,062	5,971	90.26%	0.90

Source: FHDA IR&P, ODS

Financial Aid - Ethnicity

Table 7. De Anza College Enrollment and Financial Aid Counts and Percentages by Ethnicity, 2012-13

	Headcount	Headcount Rate	Financial Aid Count	Financial Aid Rate
African American	1,803	4.76%	1,037	8.24%
American Indian	251	0.66%	99	0.79%
Asian	14,766	38.96%	4,146	32.94%
Filipino	2,335	6.16%	833	6.62%
Hispanic	7,932	20.93%	3,803	30.22%
Pacific Islander	278	0.73%	115	0.91%
White	8,875	23.42%	2,193	17.42%
Unknown	1,661	4.38%	360	2.86%
Total	37,901	100.00%	12,586	100.00%

Source: FHDA IR&P, ODS

Table 8. De Anza College Proportionality Index of Financial Aid Rates by Ethnicity, 2012-13

	Headcount %	Financial Aid %	Financial Aid Proportionality
African American	4.76%	8.24%	1.73
American Indian	0.66%	0.79%	1.19
Asian	38.96%	32.94%	0.85
Filipino	6.16%	6.62%	1.07
Hispanic	20.93%	30.22%	1.44
Pacific Islander	0.73%	0.91%	1.25
White	23.42%	17.42%	0.74
Unknown	4.38%	2.86%	0.65

Source: FHDA IR&P, ODS

Table 9. De Anza College Financial Aid and 80% Index by Ethnicity, 2012-13

	Headcount	Headcount Rate	Financial Aid Rate	80% index
African American	1,803	1,037	57.52%	1.00
American Indian	251	99	39.44%	0.69
Asian	14,766	4,146	28.08%	0.49
Filipino	2,335	833	35.67%	0.62
Hispanic	7,932	3,803	47.95%	0.83
Pacific Islander	278	115	41.37%	0.72
White	8,875	2,193	24.71%	0.43
Unknown	1,661	360	21.67%	0.38

Source: FHDA IR&P, ODS

CAMPUS-BASED RESEARCH

B. COURSE COMPLETION. Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Course Completion

The course completion rates for males and females are markedly similar, highlighting that there is not a gender gap with regard to student success. However, the college does not do as well in helping students from underrepresented groups be successful in their courses. We recognize that we must focus on increasing the success of African American, Latina/o and Pacific Islander students to bring them up to the level of Asian and White students.

Course Completion - Gender

Table 10. De Anza College Cohort and Course Completion Counts and Percentages by Gender, Fall 2013

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Female	28,632	47.64%	21,830	49.18%
Male	31,112	51.77%	22,291	50.22%
Unknown	356	0.59%	263	0.59%
Total	60,100	100.00%	44,384	100.00%

Source: CCCCO Data Mart

Table 11. De Anza College Proportionality Index of Course Completion Rates by Gender, Fall 2013

	Cohort %	Success %	Completion Proportionality
Female	47.64%	49.18%	1.03
Male	51.77%	50.22%	0.97
Unknown	0.59%	0.59%	1.00

Source: CCCC Data Mart

Table 12. De Anza College Course Completion Rates and 80% Index by Gender, Fall 2013

	Enrollment Count	Success Count	Success Rate	80% index
Female	28,632	21,830	76.24%	1.00
Male	31,112	22,291	71.65%	0.94
Unknown	356	263	73.88%	0.97

Source: CCCC Data Mart

Course Completion - Ethnicity

Table 13. De Anza College Course Completion Counts and Percentages by Ethnicity, Fall 2013

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
African-American	2,013	3.35%	1,231	2.77%
American Indian	82	0.14%	55	0.12%
Asian	26,364	43.87%	20,791	46.84%
Hispanic	15,073	25.08%	9,848	22.19%
Multi-Ethnicity	2,838	4.72%	1,974	4.45%
Pacific Islander	230	0.38%	143	0.32%
Unknown	1,121	1.87%	887	2.00%
White Non-Hispanic	12,379	20.60%	9,455	21.30%
Total	60,100	100.00%	44,384	100.00%

Source: CCCC Data Mart

Table 14. De Anza College Proportionality Index of Course Completion Rates by Ethnicity, Fall 2013

	Cohort %	Success %	Completion Proportionality
African-American	3.35%	2.77%	0.83
American Indian	0.14%	0.12%	0.91
Asian	43.87%	46.84%	1.07
Hispanic	25.08%	22.19%	0.88
Multi-Ethnicity	4.72%	4.45%	0.94
Pacific Islander	0.38%	0.32%	0.84
Unknown	1.87%	2.00%	1.07
White Non-Hispanic	20.60%	21.30%	1.03

Source: CCCCCO Data Mart

Table 15. De Anza College Course Completion Rates and 80% Index by Ethnicity, Fall 2013

	Enrollment Count	Success Count	Success Rate	80% index
African-American	2,013	1,231	61.15%	0.77
American Indian	82	55	67.07%	0.85
Asian	26,364	20,791	78.86%	1.00
Hispanic	15,073	9,848	65.34%	0.83
Multi-Ethnicity	2,838	1,974	69.56%	0.88
Pacific Islander	230	143	62.17%	0.79
Unknown	1,121	887	79.13%	1.00
White Non-Hispanic	12,379	9,455	76.38%	0.97

Source: CCCCCO Data Mart

Course Completion - Age

Table 16. De Anza College Course Completion Counts and Percentages by Age, Fall 2013

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
19 or less	23,108	38.45%	17,683	39.84%
20 to 24	22,645	37.68%	15,676	35.32%
25 to 49	12,410	20.65%	9,377	21.13%
50 or more	1,937	3.22%	1,648	3.71%
Total	60,100	100.00%	44,384	100.00%

Source: CCCC Data Mart

Table 17. De Anza College Proportionality Index of Course Completion Rates by Age, Fall 2013

	Cohort %	Success %	Completion Proportionality
19 or less	38.45%	39.84%	1.04
20 to 24	37.68%	35.32%	0.94
25 to 49	20.65%	21.13%	1.02
50 or more	3.22%	3.71%	1.15

Source: CCCC Data Mart

Table 18. De Anza College Course Completion Rates and 80% Index by Age, Fall 2013

	Enrollment Count	Success Count	Success Rate	80% index
19 or less	23,108	17,683	76.52%	0.90
20 to 24	22,645	15,676	69.22%	0.81
25 to 49	12,410	9,377	75.56%	0.89
50 or more	1,937	1,648	85.08%	1.00

Source: CCCC Data Mart

Academic Probation

The college chose to look at the academic probation rates of its students, as this is an indicator of where the college can improve – both in helping students not to be placed on academic probation, as well as helping them get off of probation through targeted support. The college recognizes that while it should strive to keep all students off academic probation, African American, Hispanic, Pacific Islander and Filipino students are disproportionately represented on academic probation.

Academic Probation - Gender

Table 19. De Anza College Enrollment and Probation Counts and Percentages by Gender, Fall 2013

	Enrollment Count	Enrollment Rate	Probation Count	Probation Rate
Female	11,400	48.75%	535	40.38%
Male	11,984	51.25%	790	59.62%
Total	23,384	100.00%	1,325	100.00%

Source: FHDA IR&P, ODS

Table 20. De Anza College Proportionality Index of Probation Rates by Gender, Fall 2013

	Cohort %	Probation %	Probation Proportionality
Female	48.75%	40.38%	0.83
Male	51.25%	59.62%	1.16

Source: FHDA IR&P, ODS

Table 21. De Anza College Probation Rates and 80% Index by Gender, Fall 2013

	Enrollment Count	Probation Count	Probation Rate	80% index
Female	11,400	535	4.69%	0.71
Male	11,984	790	6.59%	1.00

Source: FHDA IR&P, ODS

Academic Probation - Ethnicity

Table 22. De Anza College Enrollment and Probation Counts and Percentages by Ethnicity, Fall 2013

	Enrollment Count	Enrollment Rate	Probation Count	Probation Rate
African American	1,013	4.33%	91	6.87%
American Indian	117	0.50%	6	0.45%
Asian	8,850	37.85%	317	23.92%
Filipino	1,545	6.61%	120	9.06%
Hispanic	5,689	24.33%	560	42.26%
Pacific Islander	155	0.66%	16	1.21%
White	5,234	22.38%	181	13.66%
Unknown	781	3.34%	34	2.57%
Total	23,384	100.00%	1,325	100.00%

Source: FHDA IR&P, ODS

Table 23. De Anza College Proportionality Index of Probation Rates by Ethnicity, Fall 2013

	Enrollment %	Probation %	Probation Proportionality
African American	4.33%	6.87%	1.59
American Indian	0.50%	0.45%	0.91
Asian	37.85%	23.92%	0.63
Filipino	6.61%	9.06%	1.37
Hispanic	24.33%	42.26%	1.74
Pacific Islander	0.66%	1.21%	1.82
White	22.38%	13.66%	0.61
Unknown	3.34%	2.57%	0.77

Source: FHDA IR&P, OD

Table 24. De Anza College Probation Rates and 80% Index by Ethnicity, Fall 2013

	Enrollment Count	Probation Count	Probation Rate	80% index
African American	1,013	91	8.98%	0.87
American Indian	117	6	5.13%	0.50
Asian	8,850	317	3.58%	0.35
Filipino	1,545	120	7.77%	0.75
Hispanic	5,689	560	9.84%	0.95
Pacific Islander	155	16	10.32%	1.00
White	5,234	181	3.46%	0.34
Unknown	781	34	4.35%	0.42

Source: FHDA IR&P, ODS

CAMPUS-BASED RESEARCH

C. ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

ESL Basic Skills Completion

In the successful completion of English as a Second Language courses, there is not a disproportionate impact on either gender; however, the success rates of both men and women needs to be improved. This is also the case for all ethnic groups. Asian students comprise the largest proportion of students in these courses and their success rates are below 50%. The college will further explore the success rates of all students in ESL courses to help increase their likelihood of completion.

ESL Basic Skills Completion - Gender

Table 25. De Anza College ESL Cohort and Completion Counts and Percentages by Gender

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Female	511	59.28%	228	60.00%
Male	351	40.72%	152	40.00%
Total	862	100.00%	380	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 26. De Anza College Proportionality Index of ESL Completion Rates by Gender

	Cohort %	Success %	Completion Proportionality
Female	59.28%	60.00%	1.01
Male	40.72%	40.00%	0.98

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 27. De Anza College ESL Completion Rates and 80% Index by Gender

	Enrollment Count	Success Count	Success Rate	80% index
Female	511	228	44.62%	1.00
Male	351	152	43.30%	0.97

Source: 2013 Student Success Scorecard (2006-07 cohort)

ESL Completion - Ethnicity

Table 28. De Anza College ESL Cohort and Completion Counts and Percentages by Ethnicity

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
African American	12	1.39%	7	1.84%
American Indian	0	0.00%	0	0.00%
Asian	640	74.25%	303	79.74%
Filipino	8	0.93%	6	1.58%
Hispanic	68	7.89%	9	2.37%
Pacific Islander	2	0.23%	1	0.26%
White	76	8.82%	30	7.89%
Unknown	56	6.50%	24	6.32%
Total	862	100.00%	380	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 29. De Anza College Proportionality Index of ESL Completion Rates by Ethnicity

	Cohort %	Success %	Completion Proportionality
African American	1.39%	1.84%	1.32
American Indian	0.00%	0.00%	0.00
Asian	74.25%	79.74%	1.07
Filipino	0.93%	1.58%	1.70
Hispanic	7.89%	2.37%	0.30
Pacific Islander	0.23%	0.26%	1.13
White	8.82%	7.89%	0.90
Unknown	6.50%	6.32%	0.97

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 30. De Anza College ESL Completion Rates and 80% Index by Ethnicity

	Enrollment Count	Success Count	Success Rate	80% index
African American	12	7	58.33%	0.78
American Indian	0	0	0.00%	0.00
Asian	640	303	47.34%	0.63
Filipino	8	6	75.00%	1.00
Hispanic	68	9	13.24%	0.18
Pacific Islander	2	1	50.00%	0.67
White	76	30	39.47%	0.53
Unknown	56	24	42.86%	0.57

Source: 2013 Student Success Scorecard (2006-07 cohort)

ESL Completion - Age

Table 31. De Anza College ESL Cohort and Completion Counts and Percentages by Age

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
19 and under	277	32.13%	189	49.74%
20 - 24	195	22.62%	105	27.63%
25 - 49	360	41.76%	81	21.32%
50 and older	30	3.48%	5	1.32%
Total	862	100.00%	380	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 32. De Anza College Proportionality Index of ESL Completion Rates by Age

	Cohort %	Success %	Completion Proportionality
19 and under	32.13%	49.74%	1.55
20 - 24	22.62%	27.63%	1.22
25 - 49	41.76%	21.32%	0.51
50 and older	3.48%	1.32%	0.38

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 33. De Anza College ESL Completion Rates and 80% Index by Age

	Enrollment Count	Success Count	Success Rate	80% index
19 and under	263	195	74.14%	1.00
20 - 24	199	114	57.29%	0.77
25 - 49	289	82	28.37%	0.38
50 and older	142	16	11.27%	0.15

Source: 2013 Student Success Scorecard (2006-07 cohort)

ESL Completion - Disability Status

Table 34. De Anza College ESL Cohort and Completion Counts and Percentages by Disability Status

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Yes	9	1.04%	2	0.53%
No	853	98.96%	378	99.47%
Total	862	100.00%	380	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 35. De Anza College Proportionality Index of ESL Completion Rates by Disability Status

	Cohort %	Success %	Completion Proportionality
Yes	1.04%	0.53%	0.50
No	98.96%	99.47%	1.01

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 36. De Anza College ESL Completion Rates and 80% Index by Disability Status

	Enrollment Count	Success Count	Success Rate	80% index
Yes	9	2	22.22%	0.50
No	853	378	44.31%	1.00

Source: 2013 Student Success Scorecard (2006-07 cohort)

ESL Completion - Economically Disadvantaged Status

Table 37. De Anza College ESL Cohort and Completion Counts and Percentages by Economically Disadvantaged Status

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Yes	263	30.51%	134	35.26%
No	599	69.49%	246	64.74%
Total	862	100.00%	380	100.00%

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 38. De Anza College Proportionality Index of ESL Completion Rates

Table 38. De Anza College Proportionality Index of ESL Completion Rates by Economically Disadvantaged Status

	Cohort %	Success %	Completion Proportionality
Yes	30.51%	35.26%	1.16
No	69.49%	64.74%	0.93

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).
 Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 39. De Anza College ESL Completion Rate and 80% Index by Economically Disadvantaged Status

	Enrollment Count	Success Count	Success Rate	80% index
Yes	263	134	50.95%	1.00
No	599	246	41.07%	0.81

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).
 Source: 2013 Student Success Scorecard (2006-07 cohort)

Math Basic Skills Completion

There is not a disproportionate difference in the success rates of students in basic skills math course by gender; however, there are substantial differences by ethnicity. Asian students are performing well in basic skills math course with a success rate of 70%; Hispanic, Pacific Islander and African American students fall below 40% success. The college would like to explore alternatives to the traditional assessment process, such as an increased reliance on multiple measures assessment to more effectively place students into basic skills math courses. The college will also explore alternative teaching methods such as the current Math Performance Success (MPS) program, in which students exhibit 80% success rates in the lowest-level math courses.

The college also would like to focus on math preparation programs in order to help students who may have taken time off between their math courses. It is notable that success rates decrease as age categories increase. The college speculates that this may be a result of time taken off between math coursework, which may reduce success rates.

Math Basic Skills Completion - Gender

Table 40. De Anza College Math Cohort and Completion Counts and Percentages by Gender

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Female	1017	50.27%	582	52.62%
Male	1006	49.73%	524	47.38%
Total	2,023	100.00%	1106	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 41. De Anza College Proportionality Index of Math Completion Rates by Gender

	Cohort %	Success %	Completion Proportionality
Female	50.27%	52.62%	1.05
Male	49.73%	47.38%	0.95

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 42. De Anza College Math Completion Rates and 80% Index by Gender

	Enrollment Count	Success Count	Success Rate	80% index
Female	1,017	582	57.23%	1.00
Male	1,006	524	52.09%	0.91

Source: 2013 Student Success Scorecard (2006-07 cohort)

Math Completion - Ethnicity

Table 43. De Anza College Math Cohort and Completion Counts and Percentages by Ethnicity

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
African American	121	5.98%	50	4.52%
American Indian	19	0.94%	8	0.72%
Asian	438	21.65%	302	27.31%
Filipino	161	7.96%	91	8.23%
Hispanic	464	22.94%	201	18.17%
Pacific Islander	32	1.58%	11	0.99%
White	561	27.73%	317	28.66%
Unknown	227	11.22%	126	11.39%
Total	2,023	100.00%	1,106	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 44. De Anza College Proportionality Index of Math Completion Rates by Ethnicity

	Cohort %	Success %	Completion Proportionality
African American	5.98%	4.52%	0.76
American Indian	0.94%	0.72%	0.77
Asian	21.65%	27.31%	1.26
Filipino	7.96%	8.23%	1.03
Hispanic	22.94%	18.17%	0.79
Pacific Islander	1.58%	0.99%	0.63
White	27.73%	28.66%	1.03
Unknown	11.22%	11.39%	1.02

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 45. De Anza College Math Completion Rates and 80% Index by Ethnicity

	Enrollment Count	Success Count	Success Rate	80% index
African American	121	50	41.32%	0.60
American Indian	19	8	42.11%	0.61
Asian	438	302	68.95%	1.00
Filipino	161	91	56.52%	0.82
Hispanic	464	201	43.32%	0.63
Pacific Islander	32	11	34.38%	0.50
White	561	317	56.51%	0.82
Unknown	227	126	55.51%	0.81

Source: 2013 Student Success Scorecard (2006-07 cohort)

Math Completion - Age

Table 46. De Anza College Math Cohort and Completion Counts and Percentages by Age

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
19 and under	1224	60.53%	720	65.10%
20 - 24	494	24.43%	241	21.79%
25 - 49	290	14.34%	138	12.48%
50 and older	14	0.69%	7	0.63%
Total	2,022	100.00%	1,106	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 47. De Anza College Proportionality Index of Math Completion Rates by Age

	Cohort %	Success %	Completion Proportionality
19 and under	60.53%	65.10%	1.08
20 - 24	24.43%	21.79%	0.89
25 - 49	14.34%	12.48%	0.87
50 and older	0.69%	0.63%	0.91

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 48. De Anza College Math Completion Rates and 80% Index by Age

	Enrollment Count	Success Count	Success Rate	80% index
19 and under	1224	720	58.82%	1.00
20 - 24	494	241	48.79%	0.83
25 - 49	290	138	47.59%	0.81
50 and older	14	7	50.00%	0.85

Source: 2013 Student Success Scorecard (2006-07 cohort)

Math Completion - Disability Status

Table 49. De Anza College Math Cohort and Completion Counts and Percentages by Disability Status

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Yes	132	6.52%	72	6.51%
No	1891	93.48%	1034	93.49%
Total	2,023	100.00%	1,106	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 50. De Anza College Proportionality Index of Math Completion Rate by Disability Status

	Cohort %	Success %	Completion Proportionality
Yes	6.52%	6.51%	1.00
No	93.48%	93.49%	1.00

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 51. De Anza College Math Completion Rates and 80% Index by Disability Status

	Enrollment Count	Success Count	Success Rate	80% index
Yes	132	72	54.55%	1.00
No	1891	1034	54.68%	1.00

Source: 2013 Student Success Scorecard (2006-07 cohort)

Math Completion – Economically Disadvantaged Status

Table 52. De Anza College Math Cohort and Completion Counts and Percentages by Economically Disadvantaged Status

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Yes	730	36.09%	401	36.26%
No	1293	63.91%	705	63.74%
Total	2,023	100.00%	1,106	100.00%

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).
Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 53. De Anza College Proportionality Index of Math Completion Rates by Economically Disadvantaged Status

	Cohort %	Success %	Completion Proportionality
Yes	36.09%	36.26%	1.00
No	63.91%	63.74%	1.00

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).
Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 54. De Anza College Math Completion Rates and 80% Index by Economically Disadvantaged Status

	Enrollment Count	Success Count	Success Rate	80% index
Yes	730	401	54.93%	1.00
No	1293	705	54.52%	0.99

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).
Source: 2013 Student Success Scorecard (2006-07 cohort)

English Basic Skills Completion

Basic skills completion is similar for males and females at about 70%. There is also little gap between those with a disability and those without, which is promising. However, there are significant gaps among ethnic groups. Pacific Islander, Hispanic and African American students have lower success rates, falling below 60%.

The pattern of English success by age is similar to that of math success, in which the older a student is, the lower the success rate. This may be attributable to time out of school. Therefore, the college will explore preparation course and tutorial services targeted at this population.

English Completion - Gender

Table 55. De Anza College English Cohort and Completion Counts and Percentages by Gender

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Female	856	44.49%	608	45.14%
Male	1,067	55.46%	738	54.79%
Unknown	1	0.05%	1	0.07%
Total	1,924	100.00%	1,347	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 56. De Anza College Proportionality Index of English Completion Rates by Gender

	Cohort %	Success %	Completion Proportionality
Female	44.49%	45.14%	1.01
Male	55.46%	54.79%	0.99
Unknown	0.05%	0.07%	1.43

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 56. De Anza College English Completion Rates and 80% Index by Gender

	Enrollment Count	Success Count	Success Rate	80% index
Female	856	608	71.03%	0.71
Male	1,067	738	69.17%	0.69
Unknown	1	1	100.00%	1.00

Source: 2013 Student Success Scorecard (2006-07 cohort)

English Basic Skills Completion - Ethnicity

Table 57. De Anza College English Cohort and Completion Counts and Percentages by Ethnicity

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
African American	95	4.94%	60	4.45%
American Indian	8	0.42%	0	0.00%
Asian	772	40.12%	639	47.44%
Filipino	166	8.63%	113	8.39%
Hispanic	325	16.89%	172	12.77%
Pacific Islander	24	1.25%	11	0.82%
White	359	18.66%	237	17.59%
Unknown	175	9.10%	115	8.54%
Total	1,924	100.00%	1,347	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 58. De Anza College Proportionality Index of English Completion Rates by Ethnicity

	Cohort %	Success %	Completion Proportionality
African American	4.94%	4.45%	0.90
American Indian	0.42%	0.00%	0.00
Asian	40.12%	47.44%	1.18
Filipino	8.63%	8.39%	0.97
Hispanic	16.89%	12.77%	0.76
Pacific Islander	1.25%	0.82%	0.65
White	18.66%	17.59%	0.94
Unknown	9.10%	8.54%	0.94

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 59. De Anza College English Completion Rates and 80% Index by Ethnicity

	Enrollment Count	Success Count	Success Rate	80% index
African American	95	60	63.16%	0.76
American Indian	8	0	0.00%	0.00
Asian	772	639	82.77%	1.00
Filipino	166	113	68.07%	0.82
Hispanic	325	172	52.92%	0.64
Pacific Islander	24	11	45.83%	0.55
White	359	237	66.02%	0.80
Unknown	175	115	65.71%	0.79

Source: 2013 Student Success Scorecard (2006-07 cohort)

English Completion – Age

Table 60. De Anza College English Cohort and Completion Counts and Percentages by Age

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
19 and under	1400	72.80%	1052	78.16%
20 - 24	342	17.78%	201	14.93%
25 - 49	172	8.94%	91	6.76%
50 and older	9	0.47%	2	0.15%
Total	1,923	100.00%	1,346	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 61. De Anza College Proportionality Index of English Completion Rates by Age

	Cohort %	Success %	Completion Proportionality
19 and under	72.80%	78.16%	1.07
20 - 24	17.78%	14.93%	0.84
25 - 49	8.94%	6.76%	0.76
50 and older	0.47%	0.15%	0.32

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 62. De Anza College English Completion Rates and 80% Index by Age

	Enrollment Count	Success Count	Success Rate	80% index
19 and under	1400	1052	75.14%	1.00
20 - 24	342	201	58.77%	0.78
25 - 49	172	91	52.91%	0.70
50 and older	9	2	22.22%	0.30

Source: 2013 Student Success Scorecard (2006-07 cohort)

English Completion – Disability Status

Table 63. De Anza College English Cohort and Completion Counts and Percentages by Disability

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Yes	121	6.29%	81	6.01%
No	1803	93.71%	1266	93.99%
Total	1,924	100.00%	1,347	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 64. De Anza College Proportionality Index of English Completion Rates by Disability Status

	Cohort %	Success %	Completion Proportionality
Yes	6.29%	6.01%	0.96
No	93.71%	93.99%	1.00

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 65. De Anza College English Completion Rates and 80% Index by Disability Status

	Enrollment Count	Success Count	Success Rate	80% index
Yes	121	81	66.94%	0.95
No	1803	1266	70.22%	1.00

Source: 2013 Student Success Scorecard (2006-07 cohort)

English Completion – Economically Disadvantaged Group

Table 66. De Anza College English Cohort and Completion Counts and Percentages by Economically Disadvantaged Status

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Yes	748	38.88%	516	38.31%
No	1176	61.12%	831	61.69%
Total	1,924	100.00%	1,347	100.00%

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 67. De Anza College Proportionality Index of English Completion Rates by Economically Disadvantaged Status

	Cohort %	Success %	Completion Proportionality
Yes	38.88%	38.31%	0.99
No	61.12%	61.69%	1.01

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 68. De Anza College English Completion Rates and 80% Index by Economically Disadvantaged Status

	Enrollment Count	Success Count	Success Rate	80% index
Yes	748	516	68.98%	0.98
No	1176	831	70.66%	1.00

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

CAMPUS-BASED RESEARCH

D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same declared matriculation goal.

Student Progress and Completion Rate

The college acknowledges that the SPAR rate for socioeconomically disadvantaged students represents a 10-percentage-point difference. Filipino, Pacific Islander, African American and Hispanic students also fall below White and Asian students in this area. There are, however, no notable differences by gender.

Student Progress and Completion Rate - Gender

Table 69. De Anza College Cohort and Completion Counts and Percentages of Student Progress and Attainment Rate (SPAR) by Gender

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Female	1,439	46.46%	975	46.79%
Male	1,658	53.54%	1,109	53.21%
Total	3,097	100.00%	2,084	100.00%

Note: SPAR is defined as having earned an AA/AS, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort: first-time credit students earning >=6 units and attempting a Math or English course during the first three years who are tracked for six years)

Table 70. De Anza College Proportionality Index of Student Progress and Attainment Rate (SPAR) by Gender

	Cohort %	Success %	Completion Proportionality
Female	46.46%	46.79%	1.01
Male	53.54%	53.21%	0.99

Note: SPAR is defined as having earned an AA/AS, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 71. De Anza College Student Progress and Attainment Rate (SPAR) and 80% Index by Gender

	Enrollment Count	Success Count	Success Rate	80% index
Female	1,439	975	67.76%	1.00
Male	1,658	1,109	66.89%	0.99

Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

SPAR – Ethnicity

Table 72. De Anza College Cohort and Completion Counts and Percentages of Student Progress and Attainment Rate (SPAR) by Ethnicity

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
African American	121	3.91%	58	2.78%
American Indian	14	0.45%	6	0.29%
Asian	1351	43.62%	1077	51.68%
Filipino	192	6.20%	103	4.94%
Hispanic	427	13.79%	203	9.74%
Pacific Islander	31	1.00%	16	0.77%
White	687	22.18%	448	21.50%
Unknown	274	8.85%	173	8.30%
Total	3,097	100.00%	2,084	100.00%

Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 73. De Anza College Proportionality Index of Student Progress and Attainment Rate (SPAR) by Ethnicity

	Cohort %	Success %	Completion Proportionality
African American	3.91%	2.78%	0.71
American Indian	0.45%	0.29%	0.64
Asian	43.62%	51.68%	1.18
Filipino	6.20%	4.94%	0.80
Hispanic	13.79%	9.74%	0.71
Pacific Islander	1.00%	0.77%	0.77
White	22.18%	21.50%	0.97
Unknown	8.85%	8.30%	0.94

Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 74. De Anza College Student Progress and Attainment Rate (SPAR) and 80% Index by Ethnicity

	Enrollment Count	Success Count	Success Rate	80% index
African American	121	58	47.93%	0.60
American Indian	14	6	42.86%	0.54
Asian	1351	1077	79.72%	1.00
Filipino	192	103	53.65%	0.67
Hispanic	427	203	47.54%	0.60
Pacific Islander	31	16	51.61%	0.65
White	687	448	65.21%	0.82
Unknown	274	173	63.14%	0.79

Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

SPAR – Age

Table 75. De Anza College Cohort and Completion Counts and Percentages of Student Progress and Attainment Rate (SPAR) by Age

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
19 and under	2,717	87.73%	1,874	89.92%
20 - 24	262	8.46%	152	7.29%
25 - 49	111	3.58%	56	2.69%
50 and older	7	0.23%	2	0.10%
Total	3,097	100.00%	2,084	100.00%

Note: SPAR is defined as having earned an A/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.
Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 76. De Anza College Proportionality Index of Student Progress and Attainment Rate (SPAR) by Age

	Cohort %	Success %	Completion Proportionality
19 and under	87.73%	89.92%	1.02
20 - 24	8.46%	7.29%	0.86
25 - 49	3.58%	2.69%	0.75
50 and older	0.23%	0.10%	0.42

Note: SPAR is defined as having earned an A/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.
Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 77. De Anza College Student Progress and Attainment Rate (SPAR) and 80% Index by Age

	Enrollment Count	Success Count	Success Rate	80% index
19 and under	2,717	1,874	68.97%	1.00
20 - 24	262	152	58.02%	0.84
25 - 49	111	56	50.45%	0.73
50 and older	7	2	28.57%	0.41

Note: SPAR is defined as having earned an A/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.
Source: 2013 Student Success Scorecard (2006-07 cohort)

SPAR – Disability Status

Table 78. De Anza College Cohort and Completion Counts and Percentages of Student Progress and Attainment Rate (SPAR) by Disability Status

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Yes	132	4.26%	74	3.55%
No	2,965	95.74%	2,010	96.45%
Total	3,097	100.00%	2,084	100.00%

Note: SPAR is defined as having earned an AA/AS, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 79. De Anza College Proportionality Index of Student Progress and Attainment Rate (SPAR) by Disability Status

	Cohort %	Success %	Completion Proportionality
Yes	4.26%	3.55%	0.83
No	95.74%	96.45%	1.01

Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 80. De Anza College Student Progress and Attainment Rate (SPAR) and 80% Index by Disability Status

	Enrollment Count	Success Count	Success Rate	80% index
Yes	132	74	56.06%	0.83
No	2965	2010	67.79%	1.00

Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

SPAR - Economically Disadvantaged Group

Table 81. De Anza College Cohort and Completion Counts and Percentages of Student Progress and Attainment Rate (SPAR) by Economically Disadvantaged Status

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Yes	1358	43.85%	843	40.45%
No	1739	56.15%	1241	59.55%
Total	3,097	100.00%	2,084	100.00%

Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 82. De Anza College Proportionality Index of Student Progress and Attainment Rate (SPAR) by Economically Disadvantaged Status

	Cohort %	Success %	Completion Proportionality
Yes	43.85%	40.45%	0.92
No	56.15%	59.55%	1.06

Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 83. De Anza College Student Progress and Attainment Rate (SPAR) and 80% Index by Economically Disadvantaged Status

	Enrollment Count	Success Count	Success Rate	80% index
Yes	1358	843	62.08%	0.87
No	1739	1241	71.36%	1.00

Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

Persistence

The persistence rates by gender are very similar at about 70%, as well as for disability status and socioeconomic status, at about the same rate. All ethnic groups fall above the 80% index with the exception of African American students. Attention should be focused on improving this rate for African American students.

Persistence - Gender

Table 84. De Anza College Cohort and Completion Counts and Percentages of Persistence Rate by Gender

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Female	1,439	46.46%	995	45.58%
Male	1,658	53.54%	1,188	54.42%
Total	3,097	100.00%	2,183	100.00%

Note: Persistence is defined as enrollment in first four consecutive quarter terms.
Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 85. De Anza College Proportionality Index of Persistence Rates by Gender

	Cohort %	Success %	Completion Proportionality
Female	46.46%	45.58%	0.98
Male	53.54%	54.42%	1.02

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 86. De Anza College Persistence Rates and 80% Index by Gender

	Enrollment Count	Success Count	Success Rate	80% index
Female	1,439	995	69.15%	0.97
Male	1,658	1,188	71.65%	1.00

Source: 2013 Student Success Scorecard (2006-07 cohort)

Persistence – Ethnicity

Table 87. De Anza College Cohort and Completion Counts and Percentages of Persistence Rates by Ethnicity

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
African American	121	3.91%	71	3.25%
American Indian	14	0.45%	8	0.37%
Asian	1351	43.62%	1015	46.50%
Filipino	192	6.20%	138	6.32%
Hispanic	427	13.79%	272	12.46%
Pacific Islander	31	1.00%	23	1.05%
White	687	22.18%	481	22.03%
Unknown	274	8.85%	175	8.02%
Total	3,097	100.00%	2,183	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 88. De Anza College Proportionality Index of Persistence Rates by Ethnicity

	Cohort %	Success %	Completion Proportionality
African American	3.91%	3.25%	0.83
American Indian	0.45%	0.37%	0.81
Asian	43.62%	46.50%	1.07
Filipino	6.20%	6.32%	1.02
Hispanic	13.79%	12.46%	0.90
Pacific Islander	1.00%	1.05%	1.05
White	22.18%	22.03%	0.99
Unknown	8.85%	8.02%	0.91

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 89. De Anza College Persistence Rates and 80% Index by Ethnicity

	Enrollment Count	Success Count	Success Rate	80% index
African American	121	71	58.68%	0.78
American Indian	14	8	57.14%	0.76
Asian	1351	1015	75.13%	1.00
Filipino	192	138	71.88%	0.96
Hispanic	427	272	63.70%	0.85
Pacific Islander	31	23	74.19%	0.99
White	687	481	70.01%	0.93
Unknown	274	175	63.87%	0.85

Source: 2013 Student Success Scorecard (2006-07 cohort)

Persistence – Age

Table 90. De Anza College Cohort and Completion Counts and Percentages of Persistence Rates by Age

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
19 and under	2,717	87.73%	1,928	88.32%
20 - 24	262	8.46%	180	8.25%
25 - 49	111	3.58%	73	3.34%
50 and older	7	0.23%	2	0.09%
Total	3,097	100.00%	2,183	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 91. De Anza College Proportionality Index of Persistence Rates by Age

	Cohort %	Success %	Completion Proportionality
19 and under	87.73%	88.32%	1.01
20 - 24	8.46%	8.25%	0.97
25 - 49	3.58%	3.34%	0.93
50 and older	0.23%	0.09%	0.41

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 92. De Anza College Persistence Rates and 80% Index by Age

	Enrollment Count	Success Count	Success Rate	80% index
19 and under	2,717	1,928	70.96%	1.00
20 - 24	262	180	68.70%	0.97
25 - 49	111	73	65.77%	0.93
50 and older	7	2	28.57%	0.40

Source: 2013 Student Success Scorecard (2006-07 cohort)

Persistence – Disability Status

Table 93. De Anza College Cohort and Completion Counts and Percentages of Persistence Rates by Disability Status

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Yes	132	4.26%	99	4.54%
No	2,965	95.74%	2,084	95.46%
Total	3,097	100.00%	2,183	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 94. De Anza College Proportionality Index of Persistence Rates by Disability Status

	Cohort %	Success %	Completion Proportionality
Yes	4.26%	4.54%	1.06
No	95.74%	95.46%	1.00

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 95. De Anza College Persistence Rates and 80% Index by Disability Status

	Enrollment Count	Success Count	Success Rate	80% index
Yes	132	99	75.00%	1.00
No	2965	2084	70.29%	0.94

Source: 2013 Student Success Scorecard (2006-07 cohort)

Persistence - Economically Disadvantaged Group

Table 96. De Anza College Cohort and Completion Counts and Percentages of Persistence Rates by Economically Disadvantaged Status

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Yes	1358	43.85%	939	43.01%
No	1739	56.15%	1244	56.99%
Total	3,097	100.00%	2,183	100.00%

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).
Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 97. De Anza College Proportionality Index of Persistence Rates by Economically Disadvantaged Status

	Cohort %	Success %	Completion Proportionality
Yes	43.85%	43.01%	0.98
No	56.15%	56.99%	1.01

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).
Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 98. De Anza College Persistence Rates and 80% Index by Economically Disadvantaged Status

	Enrollment Count	Success Count	Success Rate	80% index
Yes	1358	939	69.15%	0.97
No	1739	1244	71.54%	1.00

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).
Source: 2013 Student Success Scorecard (2006-07 cohort)

30 Units

Male and female students have markedly similar success rates in completing 30 units, well above 75%. All ethnic groups fall above the 80% threshold for disproportionate impact; however, Hispanic, African American and Pacific Islander students fall below Asian and White students. The completion of 30 units is very similar by disability status. Interestingly, students who are socioeconomically disadvantaged exhibit a higher rate of completing 30 units than non-socioeconomic disadvantaged students.

30 Units - Gender

Table 99. De Anza College Cohort and Completion Counts and Percentages of 30 Units Attainment Rate by Gender

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Female	1,439	46.46%	1,108	46.36%
Male	1,658	53.54%	1,282	53.64%
Total	3,097	100.00%	2,390	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 100. De Anza College Proportionality Index of 30 Units Attainment Rates by Gender

	Cohort %	Success %	Completion Proportionality
Female	46.46%	46.36%	1.00
Male	53.54%	53.64%	1.00

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 101. De Anza College 30 Unit Attainment Rate and 80% Index by Gender

	Enrollment Count	Success Count	Success Rate	80% index
Female	1,439	1,108	77.00%	1.00
Male	1,658	1,282	77.32%	1.00

Source: 2013 Student Success Scorecard (2006-07 cohort)

30 Units - Ethnicity

Table 102. De Anza College Cohort and Completion Counts and Percentages of 30 Units Attainment Rates by Ethnicity

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
African American	121	3.91%	82	3.43%
American Indian	14	0.45%	8	0.33%
Asian	1351	43.62%	1111	46.49%
Filipino	192	6.20%	144	6.03%
Hispanic	427	13.79%	284	11.88%
Pacific Islander	31	1.00%	22	0.92%
White	687	22.18%	528	22.09%
Unknown	274	8.85%	211	8.83%
Total	3,097	100.00%	2,390	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 103. De Anza College Proportionality Index of 30 Units Attainment Rates by Ethnicity

	Cohort %	Success %	Completion Proportionality
African American	3.91%	3.43%	0.88
American Indian	0.45%	0.33%	0.74
Asian	43.62%	46.49%	1.07
Filipino	6.20%	6.03%	0.97
Hispanic	13.79%	11.88%	0.86
Pacific Islander	1.00%	0.92%	0.92
White	22.18%	22.09%	1.00
Unknown	8.85%	8.83%	1.00

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 104. De Anza College 30 Unit Attainment Rates and 80% Index by Ethnicity

	Enrollment Count	Success Count	Success Rate	80% index
African American	121	82	67.77%	0.82
American Indian	14	8	57.14%	0.69
Asian	1351	1111	82.24%	1.00
Filipino	192	144	75.00%	0.91
Hispanic	427	284	66.51%	0.81
Pacific Islander	31	22	70.97%	0.86
White	687	528	76.86%	0.93
Unknown	274	211	77.01%	0.94

Source: 2013 Student Success Scorecard (2006-07 cohort)

30 Units - Age

Table 105. De Anza College Cohort and Completion Counts and Percentages of 30 Units Attainment Rates by Age

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
19 and under	2,717	87.73%	2,103	87.99%
20 - 24	262	8.46%	199	8.33%
25 - 49	111	3.58%	84	3.51%
50 and older	7	0.23%	4	0.17%
Total	3,097	100.00%	2,390	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 106. De Anza College Proportionality Index of 30 Units Attainment Rates by Age

	Cohort %	Success %	Completion Proportionality
19 and under	87.73%	87.99%	1.00
20 - 24	8.46%	8.33%	0.98
25 - 49	3.58%	3.51%	0.98
50 and older	0.23%	0.17%	0.74

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 107. De Anza College 30 Units Attainment Rates and 80% Index by Age

	Enrollment Count	Success Count	Success Rate	80% index
19 and under	2,717	2,103	77.40%	1.00
20 - 24	262	199	75.95%	0.98
25 - 49	111	84	75.68%	0.98
50 and older	7	4	57.14%	0.74

Source: 2013 Student Success Scorecard (2006-07 cohort)

30 Units - Disability Status

Table 108. De Anza College Cohort and Completion Counts and Percentages of 30 Units Attainment Rates by Disability Status

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Yes	132	4.26%	104	4.35%
No	2,965	95.74%	2,286	95.65%
Total	3,097	100.00%	2,390	100.00%

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 109. De Anza College Proportionality Index of 30 Units Attainment Rates by Disability Status

	Cohort %	Success %	Completion Proportionality
Yes	4.26%	4.35%	1.02
No	95.74%	95.65%	1.00

Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 110. De Anza College 30 Units Attainment Rates and 80% Index by Disability Status

	Enrollment Count	Success Count	Success Rate	80% index
Yes	132	104	78.79%	1.00
No	2965	2286	77.10%	0.98

Source: 2013 Student Success Scorecard (2006-07 cohort)

30 Units - Economically Disadvantaged Group

Table 111. De Anza College Cohort and Completion Counts and Percentages of 30 Units Attainment Rates by Economically Disadvantaged Status

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Yes	1358	43.85%	1104	46.19%
No	1739	56.15%	1286	53.81%
Total	3,097	100.00%	2,390	100.00%

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).
Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 112. De Anza College Proportionality Index of 30 Units Attainment Rates by Economically Disadvantaged Status

	Cohort %	Success %	Completion Proportionality
Yes	43.85%	46.19%	1.05
No	56.15%	53.81%	0.96

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).
Source: 2013 Student Success Scorecard (2006-07 cohort)

Table 113. De Anza College 30 Units Attainment Rates and 80% Index by Economically Disadvantaged Status

	Enrollment Count	Success Count	Success Rate	80% index
Yes	1358	1104	81.30%	1.00
No	1739	1286	73.95%	0.91

Note: Economically Disadvantaged is defined as a recipient of CalWORKs/TANF/AFDC, SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).
Source: 2013 Student Success Scorecard (2006-07 cohort)

CAMPUS-BASED RESEARCH

E. TRANSFER. Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Transfer

Transfer rates for male and female students are similar. However, transfer rates by ethnicity vary widely with Asian students at 80% and African American students at 40%. These large disparities need to be explored. Differences exist by age, with student under 20 transferring at a rate of 60%, while students over 20 transfer at a rate of 50%.

Transfer - Gender

Table 114. De Anza College Cohort and Completion Counts and Percentages of Transfer Rates by Gender

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Female	1,278	46.66%	754	46.98%
Male	1,461	53.34%	851	53.02%
Total	2,739	100.00%	1,605	100.00%

Source: Transfer Velocity Project, CCCCO Data Mart

Table 115. De Anza College Proportionality Index of Transfer Rates by Gender

	Cohort %	Success %	Completion Proportionality
Female	46.66%	46.98%	1.01
Male	53.34%	53.02%	0.99

Source: Transfer Velocity Project, CCCCO Data Mart

Table 116. De Anza College Transfer Rates and 80% Index by Gender

	Enrollment Count	Success Count	Success Rate	80% index
Female	1,278	754	59.00%	1.00
Male	1,461	851	58.25%	0.99

Source: Transfer Velocity Project, CCCCO Data Mart

Transfer – Ethnicity

Table 117. De Anza College Cohort and Completion Counts and Percentages of Transfer Rates by Ethnicity

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
African-American	88	3.21%	37	2.31%
American Indian/Alaskan Native	11	0.40%	6	0.37%
Asian	1,275	46.55%	880	54.83%
Filipino	161	5.88%	67	4.17%
Hispanic	321	11.72%	140	8.72%
Pacific Islander	23	0.84%	11	0.69%
Unknown	230	8.40%	126	7.85%
White Non-Hispanic	630	23.00%	338	21.06%
Total	2,739	100.00%	1,605	100.00%

Source: Transfer Velocity Project, CCCCCO Data Mart

Table 118. De Anza College Proportionality Index of Transfer Rates by Ethnicity

	Cohort %	Success %	Completion Proportionality
African-American	3.21%	2.31%	0.72
American Indian/Alaskan Native	0.40%	0.37%	0.93
Asian	46.55%	54.83%	1.18
Filipino	5.88%	4.17%	0.71
Hispanic	11.72%	8.72%	0.74
Pacific Islander	0.84%	0.69%	0.82
Unknown	8.40%	7.85%	0.93
White Non-Hispanic	23.00%	21.06%	0.92

Source: Transfer Velocity Project, CCCCCO Data Mart

Table 119. De Anza College Transfer Rates and 80% Index by Ethnicity

	Enrollment Count	Success Count	Success Rate	80% index
African-American	88	37	42.05%	0.61
American Indian/Alaskan Native	11	6	54.55%	0.79
Asian	1,275	880	69.02%	1.00
Filipino	161	67	41.61%	0.60
Hispanic	321	140	43.61%	0.63
Pacific Islander	23	11	47.83%	0.69
Unknown	230	126	54.78%	0.79
White Non-Hispanic	630	338	53.65%	0.78

Source: Transfer Velocity Project, CCCCCO Data Mart

Transfer - Age

Table 120. De Anza College Cohort and Completion Counts and Percentages of Transfer Rates by Age

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
19 and under	2,428	88.65%	1,470	91.59%
20 - 24	219	8.00%	104	6.48%
25 - 49	87	3.18%	30	1.87%
50 and older	5	0.18%	1	0.06%
Total	2,739	100.00%	1,605	100.00%

Source: Transfer Velocity Project, CCCCCO Data Mart

Table 121. De Anza College Proportionality Index of Transfer Rates by Age

	Cohort %	Success %	Completion Proportionality
19 and under	88.65%	91.59%	1.03
20 - 24	8.00%	6.48%	0.81
25 - 49	3.18%	1.87%	0.59
50 and older	0.18%	0.06%	0.34

Source: Transfer Velocity Project, CCCCCO Data Mart

Table 122. De Anza College Transfer Rates and 80% Index by Age

	Enrollment Count	Success Count	Success Rate	80% index
19 and under	2,428	1,470	60.54%	1.00
20 - 24	219	104	47.49%	0.78
25 - 49	87	30	34.48%	0.57
50 and older	5	1	20.00%	0.33

Source: Transfer Velocity Project, CCCCCO Data Mart

Transfer - Disability Status

Table 123. De Anza College Cohort and Completion Counts and Percentages of Transfer Rates by Disability Status

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Yes	105	3.83%	52	3.24%
No	2,634	96.17%	1,553	96.76%
Total	2,739	100.00%	1,605	100.00%

Source: Transfer Velocity Project, CCCCCO Data Mart

Table 124. De Anza College Proportionality Index of Transfer Rates by Disability Status

	Cohort %	Success %	Completion Proportionality
Yes	3.83%	3.24%	0.85
No	96.17%	96.76%	1.01

Source: Transfer Velocity Project, CCCCCO Data Mart

Table 125. De Anza College Transfer Rates and 80% Index by Disability Status

	Enrollment Count	Success Count	Success Rate	80% index
Yes	105	52	49.52%	0.84
No	2,634	1,553	58.96%	1.00

Source: Transfer Velocity Project, CCCCCO Data Mart

Transfer - CalWORKs

Table 126. De Anza College Cohort and Completion Counts and Percentages of Transfer Rates by CalWORKs

	Enrollment Count	Enrollment Rate	Success Count	Success Rate
Yes	10	0.37%	3	0.19%
No	2,729	99.63%	1,602	99.81%
Total	2,739	100.00%	1,605	100.00%

Source: Transfer Velocity Project, CCCCO Data Mart

Table 127. De Anza College Proportionality Index of Transfer Rates by CalWORKs

	Cohort %	Success %	Completion Proportionality
Yes	0.37%	0.19%	0.51
No	99.63%	99.81%	1.00

Source: Transfer Velocity Project, CCCCO Data Mart

Table 128. De Anza College Transfer Rates and 80% Index by CalWORKs

	Enrollment Count	Success Count	Success Rate	80% index
Yes	10	3	30.00%	0.51
No	2,729	1,602	58.70%	1.00

Source: Transfer Velocity Project, CCCCO Data Mart

Goals and Activities

GOALS AND ACTIVITIES

A. STUDENT SUCCESS INDICATOR FOR ACCESS

Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

GOAL A. To develop deeper linkages with local school districts, enhance outreach efforts as well as promotion of programs and support services for targeted groups, which include Extended Opportunity Program and Services (EOPS), low-income students, foster youth students, undocumented students, veteran students, students with disabilities, and LGBTQQ (lesbian, gay, bisexual, transgender, queer and questioning) identified students.

With regard to the rate of students enrolled at De Anza in relation to their population in the county, the college feels that it is doing a good job with outreach to African American students, who are statistically overrepresented on campus as compared to the region. This is also the case for Asian, Filipino and Pacific Islander students. These findings are in line with the strategic initiative to increase enrollment of these historically underrepresented groups as well as Latina/o students. The college is committed to continuing its work to recruit and enroll students from the targeted populations.

Based on our review of the data, as summarized above, we have identified the following institutional activities or enhancements that will help in our ongoing recruiting and enrollment efforts of our targeted populations.

ACTIVITY A.1

De Anza is an AAPI-Serving Institution with a significant population of AAPI subgroups who come from low-income immigrant families. We are proud of this designation and will identify this information more prominently on the website, with links to our support resources and activities. This information, and why it is important to our student population, will also be addressed in a welcoming letter from the President.

Responsible Party: IMPACT AAPI Program, Marketing Department

Due Date: Fall 2014

ACTIVITY A.2

We will better advertise, or publicly promote, our services and programs serving African American, Latino, and other targeted populations. De Anza is actively engaged in enhancing our learning community programs that serve African American/Ancestry students (i.e., Sankofa, Black Leadership Collective, First Year Experience, and Math Performance Success) and will present this information to, and collaborate with, local community organizations in an effort to expand outreach. We will advertise these services more broadly through local high-school college outreach programs as well as our enhanced orientation. The division of Intercultural and International Studies (IIS), and specifically the African American Studies Department, will advertise on their website events and support opportunities for African American students. The Student Success and Retention Services Program (SSRS), in partnership with the Office of Equity and other campus stakeholders, will develop an annual targeted students Welcoming Reception and mentoring program, which will be advertised broadly.

Responsible Parties: Student Success Support Program Advisory Committee, Equity Action Council, Office of Outreach and Relations with Schools, Office of Equity, Student Success and Retention Services,

Counseling Division, Intercultural/International Studies Division, Academic Services Division, Learning Resources Division, Office of Admissions and Records

Due Date: Winter 2015 basic enhancements; ongoing work

ACTIVITY A.3

We will enhance, and publicize more broadly, our learning communities: Initiatives to Maximize Positive Academic Achievement and Cultural Thriving focusing on Asian American and Pacific Islander students at De Anza College (IMPACT AAPI), First Year Experience, Puente, LinC, Latina/o Empowerment at De Anza (LEAD), Math Performance and Success Program (MPS), and Sankofa, which are designed to address historical and institutional inequities resulting in achievement gaps for underserved students by fostering a community of learners and leaders through innovative services and pedagogies that increase retention, persistence, graduation and transfer rates. These programs will better align with the Office of Equity's campuswide planning and division/department programming and services. Enhancement will also involve a review of professional development offerings, faculty readiness assessments, student recruitment, orientation, and retention.

Responsible Parties: Student Success and Support Program Advisory Committee, Equity Action Council, Office of Equity, Office of Staff and Organizational Development, Office of Outreach and Relations with Schools, Admissions and Records Division, Student Success and Retention Services, Counseling Division, EOPS, Intercultural/International Studies Division, Academic Services Division, Learning Resources Division, Physical Sciences, Math, and Engineering Division.

Due Date: Spring 2015

ACTIVITY A.4

In response to the critical need for understanding and responding to the impact of identity intersectionality, we will also work for full student inclusion and success through a detailed assessment of needs for targeted students from our EOPS, low-income students, foster youth students, undocumented students, veteran students, students with disabilities, and LGBTQQI-identified student populations. We will look closely at how this intersectionality impacts the cultural resilience of these identified students groups, further exacerbating the racial achievement gap as well as strengthening student capacities. Further, we will identify already existing programs and services for enhancement and professional development opportunities that will deepen understanding and best practices related to outreach and welcoming pathways.

Responsible Parties: Student Success and Support Program Advisory Committee, Equity Action Council, Office of Equity, Office of Staff and Organizational Development, Office of Outreach and Relations with Schools, Office of Admissions and Records, Student Success and Retention Services, Counseling Division, EOPS, Intercultural/International Studies Division, Academic Services Division, and Learning Resources Division

Due Date: Spring 2015

EXPECTED OUTCOME

As a result of these enhancements, which include outreach strategic planning, cross-disciplinary conversations, assessments and enhanced program linkages, we expect to see continued growth in our targeted populations.

GOALS AND ACTIVITIES

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term

GOAL B. To increase course completion of targeted students through enhanced equity pedagogies, culturally responsive programs and service delivery, in addition to greater institutional alignment with our mission and commitment to equity praxis.

The course completion rates for males and females are markedly similar, highlighting that there is not a gender gap with regard to student success. However, the college does not do as well in helping students from underrepresented groups be successful in their courses. We recognize that we must focus on increasing the success of African American, Hispanic and Pacific Islander students to bring them up to the level of Asian and White students.

ACTIVITY B.1

The Office of Staff and Organizational Development, in partnership with the Office of Equity, the Developmental and Readiness Education Taskforce (DARE), and other key campus stakeholders, will continue to enhance our professional development programs, and communities of practice offerings, which center on a variety of instructional methods, in particular basic skills and equity pedagogies that enhance course completion. We will communicate more broadly across the campus the already identified “effective” or promising practices for course completion.

Responsible Parties: Student Success and Support Program Advisory Committee, Equity Action Council, Office of Staff and Organizational Development, Office of Equity, Institute of Community and Civic Engagement, Developmental and Readiness Education Taskforce (DARE), Academic Senate, Learning in Communities program, and Partners in Learning Conference Committee.

Due Date: Fall 2014; ongoing work

ACTIVITY B.2

We will continue to build on our shared governance structure so that there is deeper instructional and leadership engagement on the topics of course completion initiatives for our targeted students. Currently, the Equity Office is working closely with the Equity Action Council, Academic Senate and Classified Senate to develop shared governance Equity Subcommittees to facilitate the process of institutional reflection, analysis and change efforts that will support overall student success initiatives. This is difficult work and it will require additional professional development and greater student participation in the process. Together, we are committed to engaging in this work through transformative institutional organizing (i.e., microdemocracy equity advocacy) and equity problem-solving methodologies.

Responsible Parties: Student Success and Support Committee Advisory Committee, Equity Action Council, Office of Equity, Office of Staff and Organizational Development, and Shared Governance Committees

Due Date: Fall 2014; ongoing Work

EXPECTED OUTCOME

Through greater shared governance involvement and staff awareness of the issues impacting course completion, in addition to developed skills for equity problem-solving, we can further assess and address institutional barriers and make critical policy and procedural changes. Additionally, we expect to see enhanced relational-trust (BAYCES; Bryk & Schneider, 2002) between faculty and student services professionals so that early alter-interventions are more effective and students are connected sooner to campus resources.

GOALS AND ACTIVITIES

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course, to the number of those students who complete a final such course

GOAL C. Develop course bridge programs, enhance our learning community programs, provide ongoing professional development opportunities for enhancing best practices in ESL and basic skills instruction as well as enhanced peer-support and tutorial programs.

ACTIVITY C.1

The Equity Office, working in partnership with the Developmental and Readiness Education Taskforce (DARE) and Basic Skills departments in the Language Arts and Physical Sciences, Math and Engineering Divisions, will 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; what institutional remedies exist for bridging the gap between basic skills and transfer level courses; how instruction can be more closely aligned with student success and overall institutional effectiveness measures; and how faculty can intervene and provide early academic alter-interventions for targeted students.

Responsible Parties: Student Success and Support Program Committee Advisory Committee, Equity Action Council, Office of Equity, Office of Staff and Organizational Development, Developmental and Readiness Education Taskforce (DARE), Academic Services Division, Counseling Division, Language Arts Division, Learning Resources Division, and Physical Sciences, Math, and Engineering Division

Due Date: Winter 2015; ongoing work

ACTIVITY C.2

A series of equity coaching and deans' and managers' leadership seminars will be offered to address and build the skills and capacity of campus administrators, department chairs and program coordinators. Specifically, the seminars will provide ongoing updates on basic skills research and a forum to discuss issues facing targeted students and how ESL and Basic Skills completion are essential components to equity and student success. Administrators, chairs and coordinators will also have opportunities in these

seminars to learn how to advocate and coach staff on infusing more equity-minded practices into already existing ESL and Basic Skills offerings.

Responsible Parties: Student Success and Support Program Advisory Committee, Equity Action Council, Office of Equity, Office of Staff and Organizational Development, Developmental and Readiness Education Taskforce (DARE), Office of Institutional Research, Academic Senate, Classified Senate, Academic Services Division, Counseling Division, Language Arts Division, Learning Resources Division, and Physical Sciences, Math, and Engineering Division.

Due Date: Spring 2015; ongoing work

EXPECTED OUTCOME

As a result of these programs, the college hopes to develop deeper awareness and support of ESL and Basic Skills Initiatives as a path to degree-applicable courses.

GOALS AND ACTIVITIES

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal

GOAL D. Provide strategically aligned services and institutional equity-based policies and procedures that will enhance degree and certificate completion for targeted students and socioeconomically disadvantaged students.

The college acknowledges that the SPAR rate for socioeconomically disadvantaged students represents a 10-percentage-point difference. Filipino, Pacific Islander, African American and Hispanic students also fall below White and Asian students in this area. However, there are no notable differences by gender.

The persistence rates by gender are very similar at about 70% as well as for disability status and socioeconomic status, at about the same rate. All ethnic groups fall above the 80% index with the exception of African American students. Attention should be focused on improving this rate for African American students.

ACTIVITY D.1

We will strengthen our professional development programs for administrators, faculty and classified professionals on the Student Success and Support Services Program and collegewide activities, such as culturally responsive student orientations discipline-specific curriculum, and faculty training in culturally responsive pedagogies. For example, the Office of Equity is interested in bringing to campus educators Joy DeGruy and Glen Singleton to provide workshops for faculty on serving African Ancestry students with practical skills for closing the racial achievement gap. The Office of Staff and Organizational Development is also implementing professional development workshops focused on social and emotional teaching and learning. These workshops are designed to strengthen faculty, classified professional and administrator

understanding and skills for developing and maintaining a welcoming culture that enhances degree and certificate completion.

Responsible Parties: Student Success and Support Program Advisory Committee, Counseling Division, Placement and Assessment Center, Office of Staff and Organizational Development, Office of Equity, Developmental and Readiness Education Taskforce (DARE), Student Success and Retention Services Program, Instructional Divisions, Student Services, Finance and Educational Resources, Academic Senate, Classified Senate, and College Planning and Budget Teams.

Due Date: Spring 2015; ongoing work

ACTIVITY D.2

The Student Success and Support Program Advisory Committee and Equity Action Council will work with shared governance to review policies and procedures that will enhance opportunities for students to move through the system, thus successfully obtaining a degree or certificate.

Responsible Parties: Student Success and Support Program Advisory Committee, Student Services Divisions including Assessment and Counseling, Instructional Divisions including Learning Resources, Language Arts and Physical Sciences, Math, and Engineering, Office of Equity, Equity Action Council, and Academic Senate, and College Planning and Budget Teams

Due Date: Fall 2014; ongoing work

EXPECTED OUTCOME

Through equity and inclusion education for awareness and understanding, and culturally responsive curriculum and pedagogies, instructors and staff will work together to provide a classroom and campus climate that empowers and inspires completion of student goals. Additionally, the campus shared governance structure will review institutional barriers to degree and certificate completion and work to remediate those systems.

GOALS AND ACTIVITIES

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years

GOAL E. Increase the number of students who desire to transfer by age and race or ethnicity.

Transfer rates for male and female students are similar. However, transfer rates by ethnicity vary widely, with Asian students at 80% and African American students at 40%. Large disparities exist which need to be explored. Differences exist by age, with students under 20 transferring at a rate of 60% while students over 20 transfer at a rate of 50%.

ACTIVITY E.1

The following collegewide activities to increase the number of students transferring to a four-year institution are aligned with the identified enhancements recommended in the Student Success Support Program college-planning document.

Main Activities	Activities Timeline	Staff/Personnel Responsible for Activities
1. Develop and implement student career interest inventory for underserved student populations	Begin Fall 2014	Dean of Counseling, Counseling Department, Transfer Center Staff, Instructional Divisions
2. Increase career and transfer resources for underserved student populations	Begin Fall 2014	Dean of Counseling, Counseling Department, Transfer Center Staff, Instructional Divisions
3. Increase number of students served in First Year Experience, Puente, Sankofa, IMPACT AAPI, LEAD, and other cohort-based programs that serve targeted student populations and have transfer pathways.	Begin Spring 2015	Vice President of Instruction, Associate Vice President of Instruction, Instructional Deans, Cohort Program Coordinators, Faculty, and Staff
4. Increase Learning in Communities (LinC) offerings (basic skills and transfer level) across under-served student populations	Begin Spring 2015	Vice President of Instruction, Associate Vice President of Instruction, Instructional Deans, LinC Coordinators, Faculty, and Staff
5. Infuse existing Learning in Communities (LinC) with culturally responsive curriculum and pedagogies	Begin Spring 2015	Office of Equity, Social Justice and Multicultural Education, Office of Staff and Organizational Development, LinC Program Coordinators, Faculty, and Staff
6. Increase number of students served in Math Performance and Success (MPS) and other STEM related curriculum pathways	Begin Fall 2015	Vice President of Instruction, Associate Vice President of Instruction, Dean of Physical Sciences, Mathematics and Engineering, MPS Faculty and Staff
7. Increase Peer Mentoring and Peer Tutoring for underserved student populations	Begin Fall 2015	Learning Community Programs Coordinators and Faculty, Student Success Center Faculty and Staff, De Anza Associated Student Body, Office of Equity, Social Justice and Multicultural Education, and Institute of Community and Civic Engagement

8. Implement Sparkpoint Model Program	Begin Fall 2015	Vice President of Finance and College Operations, Vice President of Student Services, Financial Aid
---------------------------------------	-----------------	---

EXPECTED OUTCOME

Through student success initiatives that will increase the number of African Ancestry, Latino, Filipino, Foster Youth, Veteran, EOPS, basic skills and low-income students, and students with disabilities, the college will increase the number of students that transfer to a four-year institution.

BUDGET

Student Equity Program Activities	Responsible Parties	Student Equity Indicators	Projected Expenses
Coordination <ul style="list-style-type: none"> • Equity Coordinator • MPS/STEM Pathways Director • Researcher 	VP Instruction, AVP Instruction, and VP Student Services	Access, ESL/Basic Skills, Course Completion, Certificates and Degrees, Transfer	\$290,000
Academic Programs <ul style="list-style-type: none"> • Black Leadership Collective • IMPACT AAPI • First Year Experience • Latina/o Empowerment at De Anza • Math Performance and Success • Puente • Sankofa • Student Athletes • Peer Mentorship 	Office of Equity, Equity Action Council, Instructional Divisions, 3SP Advisory Committee	Access, ESL/Basic Skills, Course Completion, Certificates and Degrees, Transfer	\$160,000
Student Services Programs <ul style="list-style-type: none"> • Career • DSPS • EOPS • Foster Youth • Higher Education for AB540 Students (HEFAS) • Outreach and Relations with Schools • Sparkpoint Model • Veterans 	Office of Equity, SSSP Advisory Committee, Student Service Divisions	Access, ESL/Basic Skills, Course Completion, Certificates and Degrees, Transfer	\$160,000
Professional Development	Office of Equity,	Access, ESL/Basic	\$49,372

<ul style="list-style-type: none"> • Equity Related Conferences such as NCORE, Creating Change, UMOJA • Student Success Related Conferences such as RP Group's Strengthening Student Success Conference, League for Innovation • Basic Skills and Social Justice Institute • Partners in Learning Conference • Instructional/Student Services Equity Retreats • Leadership Seminars for department chairs, program coordinators, academic senate, classified senate • Emotional Intelligence in the workplace 	<p>Office of Organizational and Staff Development, Instructional Divisions, Student Services Divisions, Academic Senate, Classified Senate</p>	<p>Skills, Course Completion, Transfer</p>	
<p>2014-2015 Total Allocation =\$669,372</p>			<p>\$669,372</p>

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

As part of the evaluation process, the college will continue to complete, update and review its departmental equity plans in line with its Six-Year Planning and Resource Allocation Model, which 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.

The Institutional Research Office will also continue to evaluate progress made on disproportionate impact on an annual basis as part of the ongoing updates to the equity report. 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 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, and thus, each Equity Metric will be evaluated and discussed as part of this ongoing process.

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

The college also acknowledges the overlap between the Equity Report and the Student Support Services and Programs (3SP) plan. The College intentionally incorporated many of the efforts underway in the 3SP plan into the Equity Plan. As the college moves forward with both plans, it will continue to evaluate the plans simultaneously, providing feedback to stakeholders on progress and identifying areas for improvement.

Attachments

ATTACHMENTS

- Attachment A: References
- Attachment B: Equity Memo
- Attachment C: Role Description
- Attachment D: Equity Planning Analysis
- Attachment E: Dialogue Tool for Equity Planning
- Attachment F: SSSP Planning Document
- Attachment G: Equity Plans Comparison

Attachment A References

- Bauman, G. L. (2005). *Promoting organizational learning in higher education to achieve equity in educational outcomes*. In A. Kezar (Ed.), *Organizational learning in higher education* (Vol. 131). San Francisco: Jossey-Bass.
- Bensimon, E. M. (2005). *Closing the achievement gap in higher education: An organizational learning perspective*. In A. Kezar (Ed.), *Organizational learning in higher education* (Vol. 131). San Francisco: Jossey-Bass.
- Bustillos, L.T., Rueda, R., & Bensimon, E.M. (2011). *Faculty views of underrepresented students in community college settings: Cultural models and cultural practices*. In P.R. Portes & S. Salas (Eds.), *Vygotsky in 21st century society: Advances in cultural historical theory and praxis with non-dominant communities* (pp.199-213). New York: Peter Lang.
- Equality and Equity of Access: What's the Difference?* Prepared by Nancy Kranich; Based upon Jorge Schement, "Imagining Fairness: Equality and Equity of Access in Search of Democracy," in Nancy Kranich, *Libraries and Democracy*, Chicago, IL: American Library Association, 2001: 15-27.
- Linton, C. (2011). *Equity 101: The Equity Framework*. Thousand Oaks, CA: Corwin Press.
- Schiorring & Purnell (2012) *Student Support (Re)defined*. Literature Review Brief. RP Group: Oakland, Ca.
- Singleton, G. & Linton, C. (2006). *Courageous Conversations About Race*. Thousand Oaks, CA: Corwin Press.

Attachment B Equity Core Team Memo

To: Faculty and Classified Professionals

From: Deans and Dr. Veronica Neal, Director, Office of Equity, Social Justice and Multicultural Education

Re: Equity Core Teams

The campus is currently engaged in deepening our commitment to equity, social justice, and multicultural education. We are doing this work, in part, through our student equity gap assessment, which is required by the State of California. However, our commitment to this work goes beyond basic reporting requirements by engaging in a campus-wide initiative of reflection, critique, and refined equity praxis. To this end, we have developed a strategy that will help us look specifically at our racial achievement gap as well as how our campus climate impacts our shared experience of equity as faculty, classified professionals, and students.

Each Division has been asked to report of student equity successes as well as develop a broader equity strategic plan, which addresses student, classified professionals, and faculty needs. Equity planning of this type is a strategic response to institutional oppression through organizational cultural transformation. These plans will consider both the internal and external needs of a department or division in the areas of equity, social justice, diversity, and multicultural education and responds with a strategically aligned approach.

2013-2014 Academic Year Goals

At the end of this academic year each division will have had an opportunity to:

- Confirm an Equity Core Team (group of individuals from across the Division), which includes an EAC liaison to champion and guide this work.
- With your department, reflect on the your commitment and engagement in equity work; how are you, or have you in the past, engaged in equity pedagogies; how is your praxis rooted in the institutional core competency on global, cultural, social, and environmental awareness; and what's working well and areas of growth in these areas.
- As a Division, identify ways to deepen a sense of trust and collegiality in order to engage in difficult conversations around why we continue to have a racial achievement gap.
- Begin to gather and look at your department and division wide student equity data.
- Submit any preliminary recommendations, reflections, or action plans to your Equity Core Team.

Equity Core Team Volunteers

Please take this time to consider if you might be interested and available to serve on an Equity Core Team. Again, this team is a critical element in the success of not only your Divisions long-term equity work, but the work of our campus as a whole. As a team you are encouraged to meet monthly to work on your equity goals. If you decide to volunteer to serve the campus in this way you will receive the following:

- An annual training on equity strategic planning, skills for initiating and facilitating difficult conversation, equity advocacy skills, power analysis, coaching for equity, and equity pedagogies.
- Support from the Equity Action Council
- Training and Technical Assistance from the Equity Office and Professional Development, as needed
- Professional Growth Award Hours
- A team of other commitment professionals who will support you in this rewarding and sometimes difficult work.
- Part-time stipend for professional development trainings

** Role Descriptions attached*

Please let your Dean know if you are interested in begin of serve. Thank you for your time and consideration.

Attachment C

Equity Core Team Members and Liaison Role Descriptions

Equity Core Teams

Equity Core teams are groups of 4 -5 people within each division representing various perspectives and departments. These teams consist of individuals deeply committed to institutional equity and social justice praxis. This group will work together on guiding the equity planning process within their division, which will culminate in a division-wide strategic plan. Specifically, the equity core team will focus on the following:

- assist and facilitate the development of the annual student-equity report as well as a 6-year comprehensive division equity plan
- liaison with other divisions' equity teams, Equity Action Council (EAC), and with the Equity Office as needed
- provide quarterly updates on progress, successes, and challenges to the EAC (via meeting attendance and discussion)
- provide supportive guidance to each department in the division as they work on implementing the equity plan

Each division will have flexibility and choice regarding the areas of equity, social justice, and multicultural education to focus on as well as format, structure, and process of engagement. Moving forward, each division is asked to commit to updating their student equity plans annually, conducting every six years a much deeper equity strategic plan and climate assessment. The goal is to support the campus community in not only closing the racial and teaching achievement gap/opportunity gap but to also deepen our sense of cultural humility and develop skills for helping each person, and especially, our most vulnerable students, faculty, and classified professionals thrive.

Divisional Equity Liaisons

The role of divisional equity liaison is being created to formalize a partnership and institutional linkages between the Office of Equity, the Equity Action Council, and De Anza's 16 divisions. The divisional liaisons will serve on both their division equity core team as well as the Equity Action Committee. They will provide invaluable insight and guidance regarding divisional concerns, challenges, implementation successes, and effectiveness of campus equity and social justice efforts.

The divisional equity liaisons –in partnership with their equity core team- will also support their respective divisions in completing, implementing, and evaluating their annual equity plans. Equity liaisons' will work closely with their dean, EAC, and Office of Equity to identify critical areas of growth and help guide strategic planning efforts related to these equity plans.

Attachment D Equity Planning Analysis

Instructions: Please reflect with your department on your current integration of, and praxis around, equity, social justice, and multicultural education. You are encouraged to use the current ICC on global, cultural, social, and environmental awareness as a lens for conducting this assessment.

Department: _____

Step 1. Strengths Based Analysis

Team Strengths (what are we doing well?)	Areas of Development (what can we do better?)

___ Part-Timer ___ Full-Timer ___ Classified Professional ___ Student Representative ___ Department Chair

Equity Planning Phase 1: Discovery “What gives life?” ... Appreciating the best of what is.

Step 2. In an effort to help your department refine your team analysis, please consider your strengths and areas of growth through the lens of the ICC on Global, Cultural, Social, and Environmental Awareness.

Equity Goals Identify One Shared Goal based on your area of development	Action Steps What do you need to accomplish your goal?	Shared Competencies What competencies (skills and dispositions) are required for each step?	Focus of Development <i>Which required competencies are not included on your list of strengths?</i>	Development Goals <i>Translate your identified competency into a development goal?</i>
<p>Example: <u>Focus Area:</u> Cultural Awareness</p> <p>We would like to develop a department culture where classified professionals are more visible and working more closely with faculty and students.</p> <p>We would like to incorporate more intentionally conversations about the culture of higher ed and how students can be more successful in the classroom.</p>	<ol style="list-style-type: none"> Input from classified in our division Curriculum modules for naming cultural nuances and cross-cultural understanding of navigating the institution of higher ed – how do we make this applicable for all classes? 	<p>Understanding of rankism and impact on classified professionals</p> <p>Cultural humility</p> <p>Understanding of equity collaborative problem-solving models</p> <p>Ability to name campus culture, individual classroom culture, resources for helping students navigate the culture systems more successfully</p> <p>Curriculum development experience</p>	<p>Curriculum development</p> <p>Group facilitation</p>	<p>Three members of the ECT will attend the multicultural curriculum development workshop offered by staff development. A follow-up consultation meeting with be scheduled with Veronica Neal and the entire ECT to discuss multicultural education curriculum development strategies for this focus area.</p> <p>Two members of our ECT and one classified professional from our division will attend the group facilitation workshop held by Community at Work in the spring. We will arrange for a focus group on building faculty and classified relationships that support students as a facilitation practice opportunity.</p>

Equity Goals <i>Identify One Shared Goal based on your area of development</i>	Action Steps What do you need to accomplish your goal?	Shared Competencies What competencies (skills and dispositions) are required for each step?	Focus of Development Which required competencies are not included on your list of strengths?	Development Goals Translate your identified competency into a development goal?
Focus Area:				

Attachment E
Dialogue Tool for Equity Planning

Instructions: Please take time to reflect with your department, or others from your division, about your current workplace culture, values, core competencies and pedagogy. This is the process of “discovery” – where you can share together your personal understanding and experiences of equity, social justice, and multicultural inclusion at De Anza. Please record your reflections/notes and submit to your Divisional Equity Core Team. You may tailor these questions to meet your needs.

1. *How would you describe the culture of your Division? Department?*

2. *What institutional values guide your departments’ interactions and praxis?*

3. *How is the ICC on GCES awareness embedded in your pedagogy and curriculum?*

4. *How does your Division model equity, social justice, and multicultural inclusion? Do you feel welcomed and supported? Please explain.*

Part-Timer Full-Timer Classified Professional

Student Representative Department Chair

**Attachment F
Equity Planning Process**

Division	Dean	1-on-1 with Dean	Division Visit	Planning Orientation	Equity Core Team (ECT) Members (4-5 rec.)	E.C.T Trained TBC - Winter
Admissions and Records	Kathleen Molberg	Completed Winter 2012	Completed Spring 2013		Simon Kanga Dana Nakase Alicia de Toro	
Biological/Health Sciences/We	Anita Mythyala-Kandula	Winter 2012		Completed Fall 2013/Nov 12		
Business/Computer Sciences	Moaty Fayek	Winter 2012		Completed Fall 2013/ Nov 22		
Child Development	Naoko Harada	Spring 2013				
Community Education	Caron Blinick	Winter 2013				
Counseling and Matriculation	Angela Caballero de Cordero	Winter 2012		Completed Fall 2013/Dec. 19 with ECT; Separate orientation meeting held with SSRS held spring of 2013	Robert Alexander (EAC Liaison?) Andrea Santa Cruz Will Madden	
Creative Arts	Nancy Canter	Winter 2013		Completed Fall 2013/Nov 22	Diana Argbrite (EAC Rep) Eugene Rodrigues	
*Learning Resources	Rowena, Interim Dean	Winter 2013	Completed Spring 2013	Meeting held with SSC team in Spring 2013;	Victoria Kahler Sandy Cardoza Jenny Vela David Bayers (EAC Rep)	

EOPS and Student Development	Michele Lebleu-Burns	Spring 2013				
Language Arts	Thomas Ray	Winter 2013	Spring 2013	Fall 2013/Nov 5		
International/Intercultural Studies Division	Edmundo Norte	Spring 2013	Spring 2013		Mae Lee Julie Lewis (EAC Rep) Ruben Catie Cadge Moore (?)	
Physical Education/Athletics	Coleen Lee-Wheat	Winter 2013	Spring 2013	Fall 2013	Rachel Pacheco Danielle Nick Mattis Cheryl O.	
Social Science and Humanities	Carolyn Wilkins-Greene	Winter 2013		Fall 2013		
Disability Support Programs and Services	Jim Haynes	Winter 2013				

Notes:

Learning Resources Division should have three separate areas in their Equity Plan based on their three core areas, as follows:

- Distance Learning Center (DLC) -- April Qian
- Library -- Tom Dolen
- Student Success Center (SSC) -- Melissa Aguilar & Diana Alves de Lima

**Attachment G
SSSP Plan**



**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:
cccssp@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 students¹. 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 students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services, 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 ccsssp@cccoco.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 basis³. When writing the program plan, assume that the reader knows nothing about your Student Success and Support Program and will have only

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 not 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

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. Coordination with Student Equity Plan and Other Planning Efforts

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)

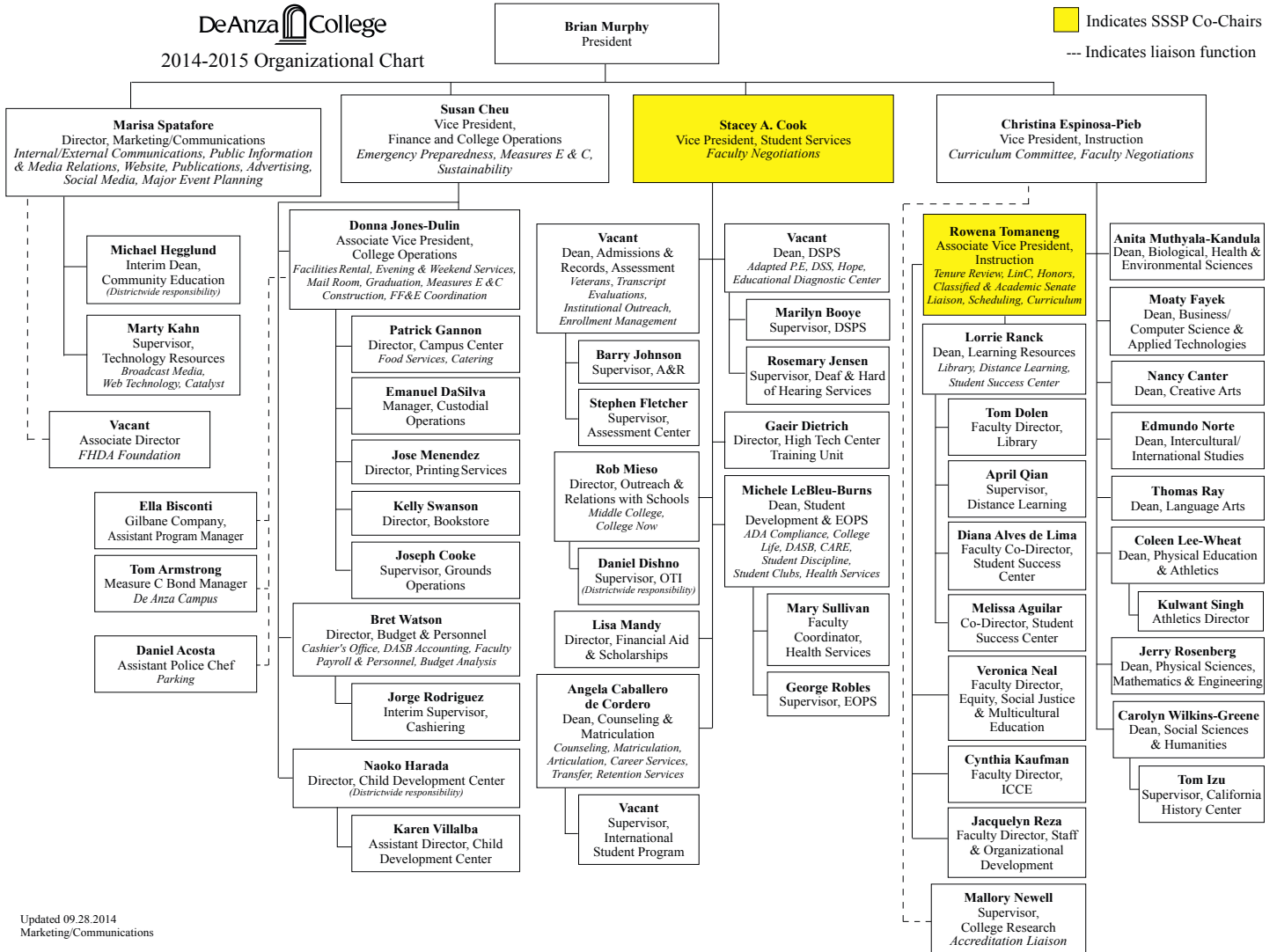
Name: Lisa Mandy	Title: Director, Financial Aid & Scholarships
Stakeholder Group: SSSP Committee	
Name: Rob Mieso	Title: Director, Outreach & Relations with Schools
Stakeholder Group: SSSP Committee	
Name: Veronica Neal	Title: Director, Equity, Social Justice & Multicultural Education
Stakeholder Group: 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



2014-2015 Organizational Chart

Indicates SSSP Co-Chairs
 --- Indicates liaison function



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](#)



CREDIT
Student Success and Support Program

2014-15

Budget Plan

Foothill-DeAnza CCD

De Anza College

Report Due Postmarked By

Friday

October 17, 2014

Email report to:

cccssp@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

**Welcome to the Excel
2014-15 Student Success and Support Program Budget Plan
for fiscal reporting period
July 1, 2014 - June 30, 2015**

District:	Foothill-DeAnza CCD
College:	De Anza College
	Credit

Multi-college districts that use any portion of the SSSP allocation to provide support for district expenses will be required to complete and return the **Certification of Planned District Office Expenses form**. The form can be found on the Chancellor's Office website at: <http://extranet.cccco.edu/Divisions/StudentServices.aspx>.

Submit the Budget Plan with original signatures, via **email** (PDF format) *and mail*, postmarked no later than **Friday, October 17, 2014**.

Email to: cccmatrix@cccoco.edu
and

Mail to:
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6539

For assistance in completing this report, you may contact:
Debra Sheldon - dsheldon@cccoco.edu - (916) 322-2818

This workbook contains 6 protected spreadsheets in the following order:

- | | | |
|--------------|-----------------------------------|-----------|
| 1 Cover Page | 3 Part I Funding | 6 Summary |
| 2 Do First | 4 Part II Planned Expenditures | |
| | 5 Part III Planned District Match | |

Basic instructions:

You may enter data in spreadsheets 2-6. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II or Part III, please contact Debra Sheldon as listed above. The Chancellor's Office will be able to unlock the spreadsheet, add additional rows and send you the revised spreadsheet.



- Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.
- Blue colored cells indicate a pre-populated cell and cannot be modified.
- Gray colored cells indicate a formula and cannot be modified.

To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided.

2014-15
Foothill-DeAnza CCD
De Anza College
CREDIT

Part I: Funding

Enter whole numbers only

Total 2014-15 Student Success and Support Program Allocation

\$ 2,810,285

Did your college move Credit SSSP funds to Non-Credit? If yes, how much?

\$ -

Total SSSP Funds Available for Planned Expenditures

\$ 2,810,285

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

Amount

Student Success and Support Program Allocation (Part II: Planned Expenditures)

\$ 2,810,285

District Match (Part III: Planned District Match)

\$ 6,230,186

2:1 Calculated required match for **credit**: \$ 5,620,570

Total Planned Expenditures in the SSSP \$ 9,040,471

Balance 2014-15 Student Success and Support Program Allocation:

\$ -

2014-15 Student Success and Support Program Budget Plan

"Part I: Funding"

Specific Entry Instructions

Planned expenditures in the Student Success and Support Program: This Budget Plan must be completed at the college level. If there is more than one college in your district, you will need to work with your district office to identify your college's funding level.

cell:

- F10 Enter your college's 2014-15 Student Success and Support Program Allocation
- F12 Colleges may move funds from their credit SSSP allocation to their non-credit SSSP allocation. If you did, enter the amount moved.
- F13 This cell will populate with the funds available for expenditure in the Credit SSSP.
- F18 This cell will populate once the Part II Planned Expenditures section has been completed.
- F19 This cell will populate once the Part III Planned District Match section has been completed.
- E20 This cell will display your calculated required district match for your *credit* program.
- F22 This cell is the sum of: "Student Success and Support Program Allocation (Part II: Planned Expenditures)" and "District Match (Part III: Planned District Match)."
- F26 This cell is the sum of: "Total 2014-15 Student Success and Support Program Allocation" minus "Student Success and Support Program Allocation (Part II: Planned Expenditures)".

- 0 If all of the 2014-15 Student Success and Support Program Allocation funds have been accounted for on this plan, then the balance should be zero.
- + If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
- If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. Budget Plan cannot be submitted if balance is negative.

2014-15
Foothill-DeAnza CCD
De Anza College
CREDIT

Part II: Planned Expenditures (Student Success and Support Program Allocation)

Student Success and Support Program Allocation - Report planned expenditures of the SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate for SSSP purposes. Allowable and disallowed expenditures with Credit and Noncredit SSSP Allocations are listed below.

	Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordination *	Total
1000	Academic Salaries: Position Title(s)	# of FTE Positions						
	Counselors Full-time	5.50	\$ 68,509	\$ -	\$ 421,868	\$ 68,509	\$ -	558,886
	Counselors Part-time	15.00	\$ 168,621	\$ -	\$ 505,863	\$ 168,621	\$ -	843,105
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ 237,130	\$ -	\$ 927,731	\$ 237,130	\$ -	\$ 1,401,991
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of FTE Positions						
	Academic Advisors	7.00	\$ 96,822	\$ -	\$ 302,244	\$ 85,045	\$ -	484,111
	Admin Support (Counseling & Outreach)	2.00	\$ 27,244	\$ -	\$ 27,244	\$ -	\$ -	54,488
	Technical Support	0.50	\$ 7,053	\$ 7,053	\$ 7,053	\$ 7,053	\$ -	28,212
	Student Ambassadors (10 students)	2.50	\$ 34,200	\$ -	\$ 34,200	\$ -	\$ -	68,400
	Reception Desk (2 Classified Hourly)	1.00	\$ -	\$ -	\$ 40,000	\$ -	\$ -	40,000
	Program Coordinator II (Orientation/Welcome)	1.00	\$ 57,929	\$ -	\$ -	\$ -	\$ -	57,929
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal		\$ 223,248	\$ 7,053	\$ 410,741	\$ 92,098	\$ -

	Classification	Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	Coordination *	Total
3000	Employee Benefits						
	Counselors Full-time	\$ 17,045	\$ -	\$ 104,961	\$ 17,045	\$ -	139,051

	Counselors Part-time	\$ 20,656	\$ -	\$ 61,968	\$ 20,656	\$ -	103,280
	Academic Advisors	\$ 37,382	\$ -	\$ 116,693	\$ 32,835	\$ -	186,910
	Admin Support (Counseling & Outreach)	\$ 10,516	\$ -	\$ 10,516	\$ -	\$ -	21,032
	Technical Support	\$ 2,722	\$ 2,722	\$ 2,722	\$ 2,722	\$ -	10,888
	Student Ambassadors (10 students)	\$ 448	\$ -	\$ 448	\$ -	\$ -	896
	Reception Desk (2 Classified Hourly)	\$ -	\$ -	\$ 3,648	\$ -	\$ -	3,648
	Program Coordinator II (Orientation/Welcome)	\$ 22,361	\$ -	\$ -	\$ -	\$ -	22,361
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 111,130	\$ 2,722	\$ 300,956	\$ 73,258	\$ -	\$ 488,066
4000	Supplies & Materials						
	Assessment tools, licences	\$ -	\$ 40,000	\$ -	\$ -	\$ -	40,000
	Operational Supplies and Materials	\$ 15,000	\$ 5,000	\$ 15,000	\$ 16,088	\$ -	51,088
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 15,000	\$ 45,000	\$ 15,000	\$ 16,088	\$ -	\$ 91,088
5000	Other Operating Expenses and Services						
	Conference and Travel	\$ -	\$ -	\$ 7,000	\$ -	\$ -	7,000
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ 7,000	\$ -	\$ -	\$ 7,000
6000	Capital Outlay						
	Equipment (Laptops for Orientation, Hot Spot, Batteries)	\$ 20,000	\$ -	\$ 30,000	\$ -	\$ -	50,000
	Software (Star Fish, SARS, Degree Works, Other)	\$ -	\$ -	\$ -	\$ 39,000	\$ -	39,000
	Subtotal	\$ 20,000	\$ -	\$ 30,000	\$ 39,000	\$ -	\$ 89,000
7000	Other Outgo						
		\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total		\$ 606,508	\$ 54,775	\$ 1,691,428	\$ 457,574	\$ -	
Total Planned Expenditures cannot exceed the 2014-15 SSSP Allocation							\$ 2,810,285

Student Success and Support Program 2014-15 Budget Plan
"Part II: Planned Expenditures"
Other Instructions

* **Coordination** - This includes time spent by the SSSP Coordinator who has direct responsibility for coordinating the college's SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and some staff who work directly in the program providing these coordination activities. The portion of the SSSP Coordinator and staff salaries and benefits that are dedicated to providing core should be reported under the appropriate core services.

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed with Credit and Noncredit SSSP Allocation

(a) Colleges may only expend their SSSP allocation funds to support and meet the costs of the core services described in Title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's approved Student Success and Support Program Plan per Title 5, section 55510.

(b) The noncredit program requires a minimum of ninety percent (90%) of the noncredit allocation be expended on direct services to students.

(c) Requests for permission to spend SSSP funds for equipment, materials or services not listed in the college's approved SSSP plan should be approved by the CSSO and appropriate SSSP Coordinator prior to transmittal to the Chancellor's Office for approval.

Expenditures not allowed (See handbook for more detail)

Student Success and Support Program allocation funds shall not be expended for:

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Administrative Salaries and Benefits (positions that do not support the core services described in the college's approved SSSP plan)
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Exceptions
9. Indirect costs
10. Staff related to the Student Success and support Program
11. Unrelated Travel Costs
12. Vehicles
14. Courses
15. Admissions and Records
16. Institutional Research

Beverages and Food

According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay for general campus activities such as open houses or other events not directly related to SSSP.

2014-15
Foothill-DeAnza CCD
De Anza College
CREDIT

Part III: Planned District Match

District Match - Report planned expenditures of district funds by object code as defined by the California Community Colleges Budget and Accounting Manual.

			Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination *	Research	Technology	Transitional Services (See #8 below)	Total	
	Classification											
1000	Academic Salaries: Position Title(s)	# of FTE Positions										
	Articulation Officer/Transfer Services Coord.	1.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 112,795	112,795	
	Counselor Full-time	15.75	\$ 4,136	\$ -	\$ 1,448,237	\$ 4,136	\$ -	\$ -	\$ -	\$ -	1,456,509	
	Counselor Full-time (Teaching)	3.50	\$ 65,468	\$ -	\$ 196,403	\$ 65,468	\$ -	\$ -	\$ -	\$ -	327,339	
	Dean of Admissions & Records	1.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 63,650	63,650	
	Dean of Counseling	1.00	\$ -	\$ -	\$ 143,217	\$ -	\$ -	\$ -	\$ -	\$ -	143,217	
	Counselor Part-time (Teaching)	4.50	\$ 123,936	\$ -	\$ 123,936	\$ -	\$ -	\$ -	\$ -	\$ -	247,872	
	SSSP Coordinator (VP Student Services)	0.35	\$ -	\$ -	\$ -	\$ -	\$ 58,154	\$ -	\$ -	\$ -	58,154	
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ 193,540	\$ -	\$ 1,911,793	\$ 69,604	\$ 58,154	\$ -	\$ -	\$ 176,445	\$ 2,409,536	
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of FTE Positions										
	Admissions & Records Staff	12.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 831,218	831,218	
	Cashiering Services Staff	3.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 218,704	218,704	
	Articulation Admin. Asst. & Specialist	2.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 144,021	144,021	
	Administrative Asst. (Counseling)	2.00	\$ -	\$ -	\$ 159,078	\$ -	\$ -	\$ -	\$ -	\$ -	159,078	
	Institutional Research	2.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 119,728	\$ -	\$ -	119,728	
	Marketing & Communications	1.00	\$ 109,334	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	109,334	
	Director of Outreach	1.00	\$ 113,152	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	113,152	
	School Relations Specialist (Outreach)	1.00	\$ 66,598	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	66,598	
	Testing & Assessment Supervisor, Specialist, Techs.)	5.00	\$ -	\$ 327,708	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	327,708	
	Administrative Asst. (Transfer)	1.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 62,764	62,764	
	Student Workers (Outreach)	2.00	\$ 21,600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	21,600	
	Student Workers (Math Performance Success)	1.00	\$ -	\$ -	\$ -	\$ 49,250	\$ -	\$ -	\$ -	\$ -	49,250	
	Student Workers (Student Success & Retention)	1.00	\$ -	\$ -	\$ -	\$ 25,920	\$ -	\$ -	\$ -	\$ -	25,920	
	Subtotal		\$ 310,684	\$ 327,708	\$ 159,078	\$ 75,170	\$ -	\$ 119,728	\$ -	\$ 1,256,707	\$ 2,249,075	

			Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination *	Research	Technology	Transitional Services (See #8 below)	Total
SSSP 2014-15 Budget Plan (9/23/14)	Classification				Date Printed 10/1/14						Page 1 of 4

3000	Employee Benefits									
	Articulation Officer/Transfer Services Coord.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,063	28,063
	Counselor Full-time	\$ 1,029	\$ -	\$ 356,039	\$ 1,029	\$ -	\$ -	\$ -	\$ -	358,097
	Counselor Full-time (Teaching)	\$ 16,288	\$ -	\$ 48,865	\$ 16,288	\$ -	\$ -	\$ -	\$ -	81,441
	Dean of Admissions & Records	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,957	14,957
	Dean of Counseling	\$ -	\$ -	\$ 30,434	\$ -	\$ -	\$ -	\$ -	\$ -	30,434
	Counselor Part-time (Teaching)	\$ 15,182	\$ -	\$ 15,182	\$ -	\$ -	\$ -	\$ -	\$ -	30,364
	Admissions & Records Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 316,646	316,646
	Cashiering Services Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 80,347	80,347
	Articulation Admin. Asst. & Specialist	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 55,606	55,606
	Administrative Asst. (Counseling)	\$ -	\$ -	\$ 61,420	\$ -	\$ -	\$ -	\$ -	\$ -	61,420
	Institutional Research	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 43,398	\$ -	\$ -	43,398
	Marketing & Communications	\$ 38,991	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	38,991
	Director of Outreach	\$ 34,545	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	34,545
	School Relations Specialist (Outreach)	\$ 25,714	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	25,714
	Testing & Assessment Supervisor, Specialist, Techs.)	\$ -	\$ 121,948	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	121,948
	Administrative Asst. (Transfer)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,234	24,234
	SSSP Coordinator (VP Student Services)	\$ -	\$ -	\$ -	\$ -	\$ 12,358	\$ -	\$ -	\$ -	12,358
	Student Workers (Outreach)	\$ 330	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	330
	Student Workers (Math Performance Success)	\$ -	\$ -	\$ -	\$ 750	\$ -	\$ -	\$ -	\$ -	750
	Student Workers (Student Success & Retention)	\$ -	\$ -	\$ -	\$ 395	\$ -	\$ -	\$ -	\$ -	395
	Subtotal	\$ 132,079	\$ 121,948	\$ 511,940	\$ 18,462	\$ 12,358	\$ 43,398	\$ -	\$ 519,853	\$ 1,360,038

4000	Supplies & Materials									
	Counseling	\$ -	\$ -	\$ 14,300	\$ -	\$ -	\$ -	\$ -	\$ -	14,300
	Outreach	\$ 25,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	25,000
	Testing & Assessment	\$ -	\$ 400	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	400
	Transfer Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,000	4,000
	Articulation & Transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	3,000
	Admissions & Records	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	5,000
	Cashiering Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,000	25,000
	Institutional Research	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ -	\$ -	10,000
	Subtotal	\$ 25,000	\$ 400	\$ 14,300	\$ -	\$ -	\$ 10,000	\$ -	\$ 37,000	\$ 86,700

5000	Other Operating Expenses and Services									
	Counseling	\$ -	\$ -	\$ 14,300	\$ -	\$ -	\$ -	\$ -	\$ -	14,300
	Outreach	\$ 27,788	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	27,788
	Testing & Assessment	\$ -	\$ 525	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	525
	Transfer Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,842	4,842
	Articulation & Transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,669	3,669
	Admissions & Records	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	5,000
	Cashiering Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 27,457	27,457
	Marketing & Communications	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	10,000
	Institutional Research	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,256	\$ -	\$ -	11,256
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 37,788	\$ 525	\$ 14,300	\$ -	\$ -	\$ 11,256	\$ -	\$ 40,968	\$ 104,837

	Software	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -	20,000
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -	20,000
7000	Other Outgo									
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
Grand Total		\$ 699,091	\$ 450,581	\$ 2,611,411	\$ 163,236	\$ 70,512	\$ 184,382	\$ 20,000	\$ 2,030,973	
Total Planned Expenditures must be at least equal to or exceed the Required District Match										\$ 6,230,186

Student Success and Support Program 2014-15 Budget Plan

"Part III: Planned District Match"

Other Instructions

* **Coordination** - This includes time spent by the SSSP Coordinator who has direct responsibility for coordinating the college's SSSP services, developing and monitoring the program plan and budget, reviewing MIS data submissions to ensure accuracy and completing required program reports and some staff who work directly in the program providing these coordination activities. The portion of the SSSP Coordinator and staff salaries and benefits that are dedicated to providing core should be reported under the appropriate core services.

Number of FTE Positions - Report the number of FTE positions by object code as defined by the California Community Colleges Budget and Accounting Manual.

Expenditures Allowed and Disallowed for Credit and Noncredit District Match

District Match must directly benefit the SSSP. Institutions can count expenditures from non-program fund sources for core services and related direct program costs, such as:

1. Orientation
2. Assessment for placement
3. Student Education Planning
4. Counseling and Advising
5. Follow-up Services
6. Institutional research directly related to the provision or evaluation of SSSP services
7. SSSP Technology
8. Transitional Services (now permanent) - A&R, Transfer and Articulation Services, Career Services, Institutional Research, and Institutionally-funded tutoring and supplemental instruction costs for at-risk students, as covered in the handbook.

Other than the services listed above, district funds cannot be used as a match to fund expenses not allowed by SSSP funds, such as:

- (a) Staff, certificated or administrative positions, that do not support the core services described in the college's approved SSSP plan.
- (b) Indirect costs (i.e., heat, lights, power or janitorial services).
- (c) Political or Professional Dues, Memberships or Contributions
- (d) Construction, or Vehicles
- (e) Travel unrelated to SSSP activities or functions

Beverages and Food

According to a 1989 legal opinion, categorical funds may be used to provide food or beverages (non-alcoholic) for students or staff provided there is no local Board of Trustees policy prohibiting these costs. Food and beverage costs must be for activities or functions consistent with the objectives of the categorical program. Funds cannot be used to pay for general campus activities such as open houses or other events not directly related to SSSP.

2014-15
Foothill-DeAnza CCD
De Anza College
CREDIT

Summary

Part I: Funding

Total 2014-15 Student Success and Support Program Allocation	\$ 2,810,285
Did your college move Credit SSSP funds to Non-Credit? If yes, how much?	\$ -
Total SSSP funds Available for Planned Expenditures	\$ 2,810,285

Total 2014-15 Planned Expenditures in the Student Success and Support Program:

Student Success and Support Program Allocation (Part II: Planned Expenditures)	\$ 2,810,285
District Match (Part III: Planned District Match)	\$ 6,230,186
2:1 Calculated required district match for credit: \$ 5,620,570	

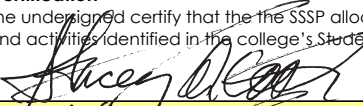
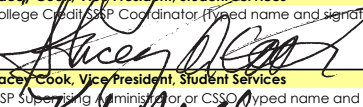
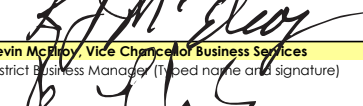
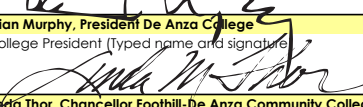
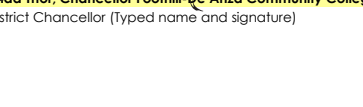
Total Planned Expenditures in the SSSP \$ 9,040,471

Balance 2014-15 Student Success and Support Program Allocation: \$ -

The required District Match was met: Yes

Certification

The undersigned certify that the the SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25 and in accordance with the objectives and activities identified in the college's Student Success and Support Program Plan per title 5, section 55510.

 Stacey Cook, Vice President, Student Services College Credit SSSP Coordinator (Typed name and signature)	cookstacey@fhda.edu	(408) 864-8330	Oct. 6, 2014
 Stacey Cook, Vice President, Student Services SSSP Supervising Administrator or CSSO (Typed name and signature)	cookstacey@fhda.edu	(408) 864-8330	Oct. 6, 2014
 Kevin McElroy, Vice Chancellor Business Services District Business Manager (Typed name and signature)	mcelroykevin@fhda.edu	(650) 949-6201	Oct. 6, 2014
 Brian Murphy, President De Anza College College President (Typed name and signature)	murphybrian@fhda.edu	(408) 864-8706	Oct. 6, 2014
 Linda Thor, Chancellor Foothill-De Anza Community College District District Chancellor (Typed name and signature)	thorlinda@fhda.edu	(650) 949-6100	Oct. 6, 2014