



**Credit**

**Student Success and Support Program Plan**

**2015-16**

District: **Foothill-De Anza**

College: **De Anza**

**Report Due by  
Friday, November 20, 2015**

Email PDF of completed plan to:

[cccssp@ccco.edu](mailto:cccssp@ccco.edu)

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

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

### INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students<sup>1</sup>. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students<sup>2</sup>.
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

### INSTRUCTIONS AND GUIDELINES

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

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

The program plan is to be submitted on an annual basis<sup>3</sup>. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be

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<sup>1</sup> Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

<sup>2</sup> 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.

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

sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

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

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

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

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

## RESOURCES

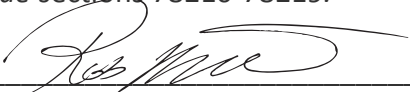
- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor's Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)

**SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE**

College Name: De Anza College

District Name: Foothill-De Anza Community College District

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

Signature of College SSSP Coordinator: 

Name: Rob Mieso

Date: Nov. 16, 2015

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


Name: Stacey Cook

Date: Nov. 16, 2015

Signature of the Chief Instructional Officer: 

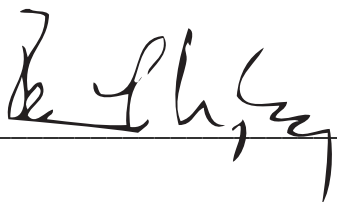
Name: Christina Espinosa-Pieb

Date: Nov. 16, 2015

Signature of College Academic Senate President: 

Name: Mayra Cruz

Date: Nov. 16, 2015

Signature of College President: 

Name: Brian Murphy

Date: Nov. 16, 2015

Contact information for person preparing the plan:

Name: Rob Mieso

Title: Associate Vice President of Student Services

Email: [miesorob@deanza.edu](mailto:miesorob@deanza.edu)

Phone: 408-864-8835

## SECTION II. PLANNING & CORE SERVICES

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

### A. Planning

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

We developed the 2015-16 SSSP Plan through a campus-wide collaborative process. We solicited input and participation from all service areas that were involved in the implementation of the SSSP and other constituency groups across the campus; including the Counseling and Student Success Division, Extended Opportunities Programs and Services (EOPS), Disability Support Programs and Services (DSPS), CalWORKs, Assessment Center, Enrollment Services, Academic Senate, Classified Senate, Student Senate, Joint SSSP/Student Equity Advisory Committee, College Council, Instructional Planning and Budget Team, Student Services Planning and Budget Team, Educational Resources and College Operations Planning and Budget Team, , Institutional Research and Planning, MIS, Office of Outreach and Relations with Schools, and Communications Office.

A draft plan was sent out college wide to all constituencies for further review and feedback. The draft plan was also presented to as many shared governance groups as possible, including the Board of Trustees, College Council, Academic Senate, Planning and Budget Teams, joint SSSP/Equity Advisory Committee and other groups on campus.

The final plan is a product of campus wide feedback and input. We worked together with our Budget Office to develop a budget in line with the SSSP funding guidelines. We are also working closely with our MIS and Institutional Research and Planning Offices to ensure accuracy of data consistent with figures reported to the state. Follow-up conversations are also planned with the Academic Senate on how we can get more faculty involvement in the implementation of the plan.

The release of the template over the summer while most people were away on vacation and the short window for submitting the plan was a challenge, and something to be considered in the future, particularly for schools on the quarter system.

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

Factors considered in the planning process include the Chancellor's Office feedback on our 2014-15 SSSP Plan, reflection on our processes and practices, feedback from service areas and

shared governance groups, as well as data from MIS and Institutional Research regarding student participation and gaps in the delivery of core SSSP services.

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

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

Both colleges are also looking at the re-test policy and have started conversations to move toward consistent policy and alignment around assessment and placement.

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

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

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

Delivery of SSSP core services is also coordinated with other categorical programs, including EOPS, DSPS, CalWORKs, BSI, and our cohort programs and learning communities: First Year Experience, Puente, AANAPISI –IMPACT/AAPI, MPS, and LEAD.

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

Operations Planning and Budget Team, and College Council. Members of the SSSP-Student Equity Advisory Committee are listed in Attachment C.

2. Describe the college's student profile.

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

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

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

- The general student population showed no significant differences regarding gender (females, 49%; males, 50%); however, new-nonexempt students had a higher percentage of males than females (males, 52%; females, 47%), as shown in Table CP.3.
- Regarding race/ethnicity, both the general and new-nonexempt student populations were predominantly Asian (general, 39%; new-nonexempt students, 36%); however, data in Table CP.4 show new students with a higher percentage of Blacks or African-Americans (general, 3%; new-nonexempt, 4%), Filipinos (general, 5%; new-nonexempt students, 6%), and Hispanics (general, 24%; new-nonexempt students, 28%). Students in these last three race/ethnicity groups and Pacific Islanders had been previously designated by the College as the race/ethnicity target population; and, as shown in Table CP.5, they made-up 33% and 38% of the general and new-nonexempt student population, respectively.
- Age statistics for both groups show that about 60% of the new-nonexempt students were less than 20 years old when they began attending De Anza; compare to 32% for the general population (see Table CP.6).
- Regarding initial education goal, data in Table CP.7 show that transferring to a four-year college is the main goal for most students at De Anza, especially for new-nonexempt (general, 59%; new-nonexempt, 67%).
- For California residency status, data in Table CP.8 show a larger percentage of non-residents for new-nonexempt students than the general population for the College (general, 11%; new- nonexempt, 15%).

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

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



**Table CP.1**  
 College Profile: Student Headcount by Enrollment Status  
 De Anza College, 2014-15

Enrollment Status	Headcount	Percent
First-time	5,748	17%
First-time transfer	6,455	19%
Continuing	14,086	41%
Returning	6,950	20%
Unreported	6	0%
<b>Total</b>	<b>34,469</b>	<b>100%</b>

**Notes**

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

First-time transfer: First term at the college, with prior higher education experience (excludes prior higher education experience as special admit student).

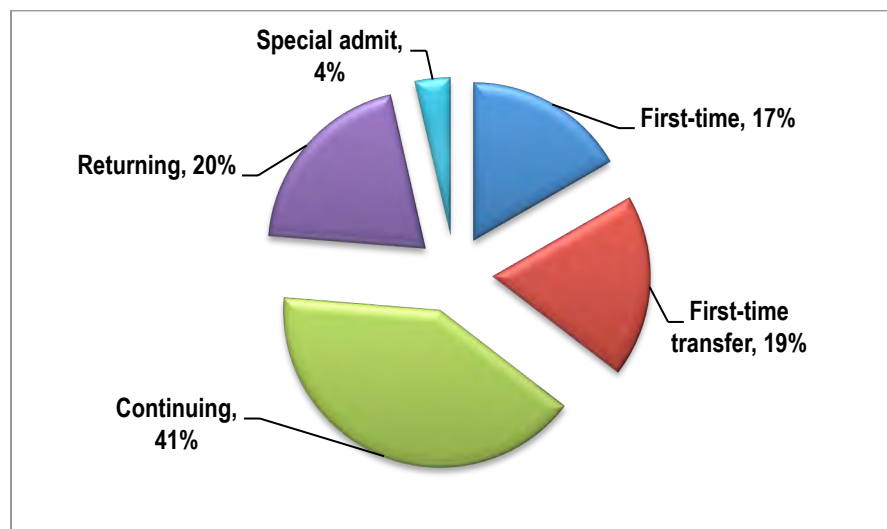
Continuing: Continue enrollment from prior primary term (i.e., fall, winter, spring).

Returning: Previously enrolled at the college, not as a special admit; not enrolled in prior primary term.

Special admit: Concurrently enrolled in high school.

Unreported: At the time of MIS submission for the term, the student was not enrolled/did not have attempted hours. Enrollment status is based on students' first term at De Anza College during 2014-15 (summer to spring). Data only include students with at least 0.5 attempted units in 2014-15.

**Figure CP.1**  
 College Profile: Student Headcount by Enrollment Status  
 De Anza College, 2014-15



**Table CP.2**

College Profile: Student Headcount by Highest Education Level  
De Anza College, 2014-15

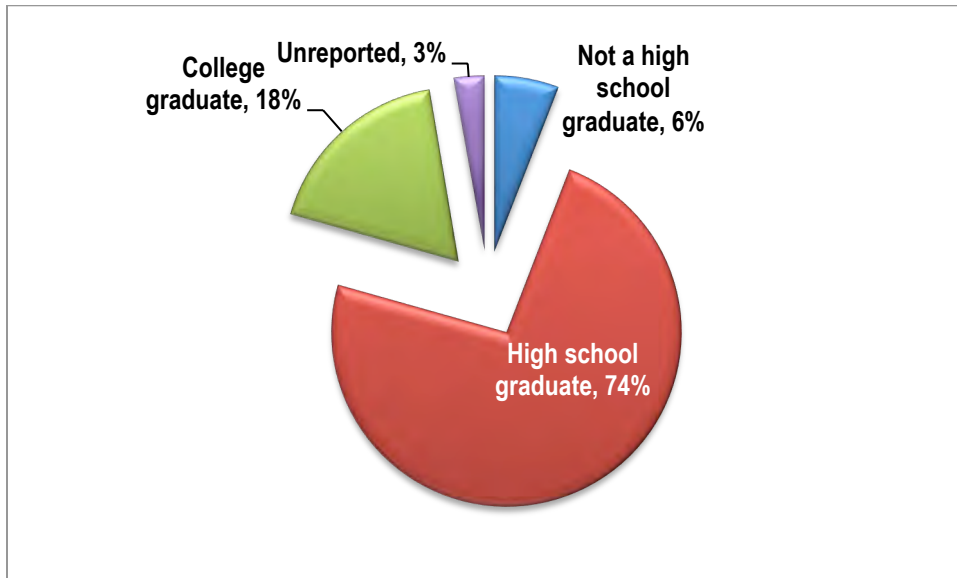
Education Level	Headcount	Percent
Not a high school graduate	2,016	6%
High school graduate	25,348	74%
College graduate	6,184	18%
Unreported	921	3%
Total	34,469	100%

Notes

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

**Figure CP.2**

College Profile: Student Headcount by Highest Education Level, De Anza College, 2014-15



**Table CP.3**

College Profile: Student Headcount by Gender and Enrollment Type  
De Anza College, 2014-15

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

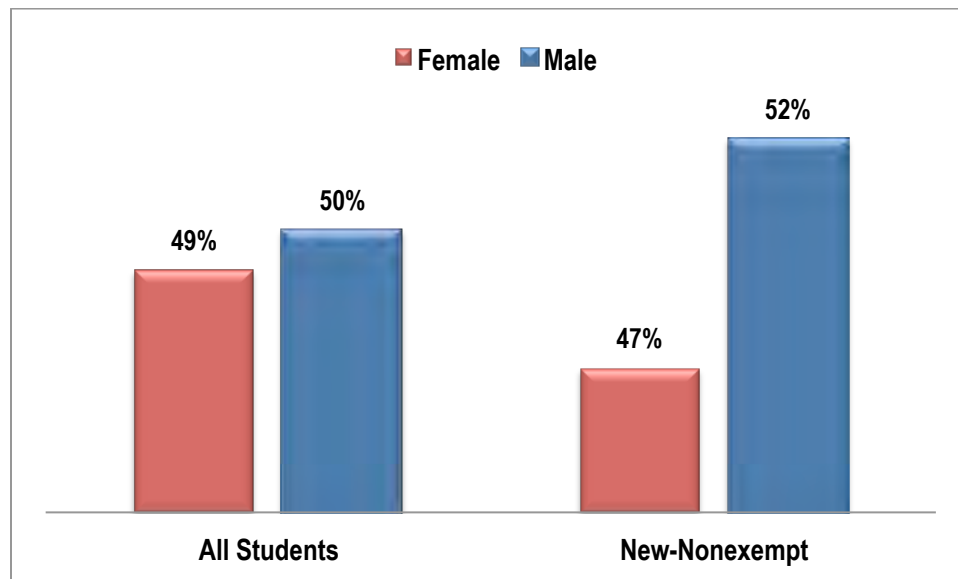
Notes

All students: Students with at least 0.5 attempted units in 2014-15 at the College.

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

**Figure CP.3**

College Profile: Student Headcount by Gender and Enrollment Type  
De Anza College, 2014-15



**Table CP.4**

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

Race/Ethnicity	All Students		New-Nonexempt Students	
	Headcount	Percentage	Headcount	Percentage
American Indian/Alaskan Native	57	<1%	12	<1%
Asian	13,253	38%	3,605	36%
Black or African American	1,177	3%	390	4%
Filipino	1,770	5%	552	6%
Hispanic	8,428	24%	2,829	28%
Pacific Islander	137	0%	52	1%
White	7,344	21%	1,825	18%
Multi-Ethnicity	1,765	5%	558	6%
Unreported	538	2%	169	2%
Total	34,469	100%	9,992	100%

Notes

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

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

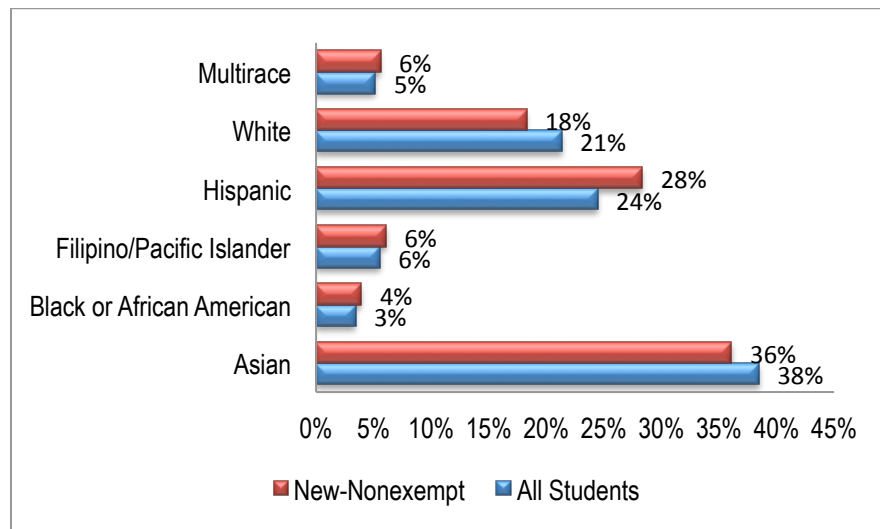
Multi-race: Students who reported more than one race/ethnicity group, excluding those who identified themselves as Hispanic.

All students: Students with at least 0.5 attempted units in 2014-15 at the College.

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

**Figure CP.4**

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



**Table CP.5**

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

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

**Notes**

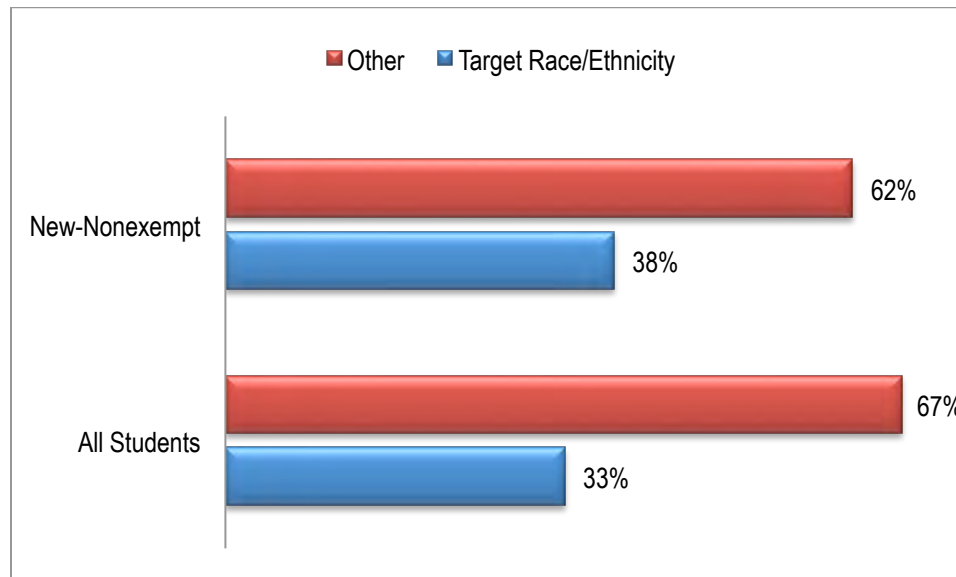
Target Race/Ethnicity: Students who identified themselves as Black or African American, Filipino, Pacific Islander, or Hispanic.

All students: Students with at least 0.5 attempted units in 2014-15 at the College.

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

**Figure CP.5**

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



**Table CP.6**

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

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

Notes

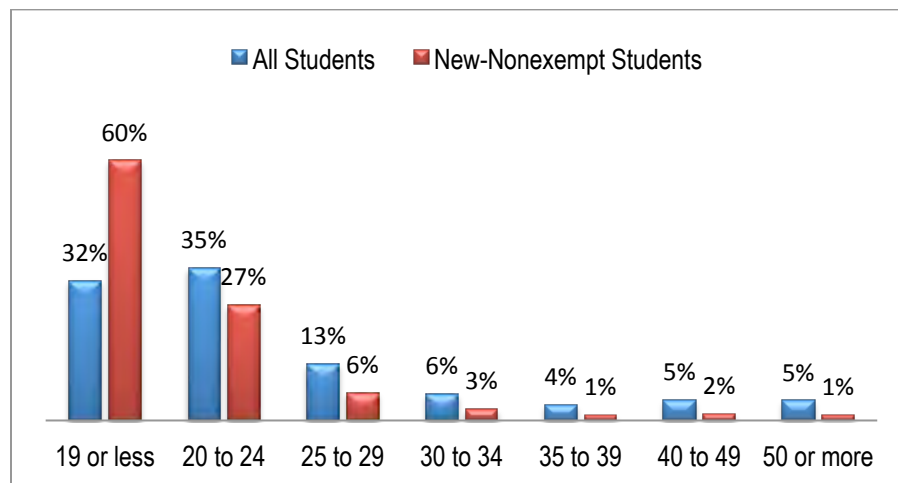
Age: As of the first date of the term when students first attended De Anza College in 2014-15.

All students: Students with at least 0.5 attempted units in 2014-15 at the College.

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

**Figure CP.6**

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



**Table CP.7**

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

Initial Goal	All Students		New-Nonexempt Students	
	Headcount	Percent	Headcount	Percent
Obtain degree or certificate only	3,292	10%	737	7%
Obtain degree or certificate and transfer	12,238	36%	3,977	40%
Transfer only	8,059	23%	2,676	27%
Other goal	10,801	31%	2,595	26%
Unreported	79	<1%	7	<1%
Total	34,469	100%	9,992	100%

Notes

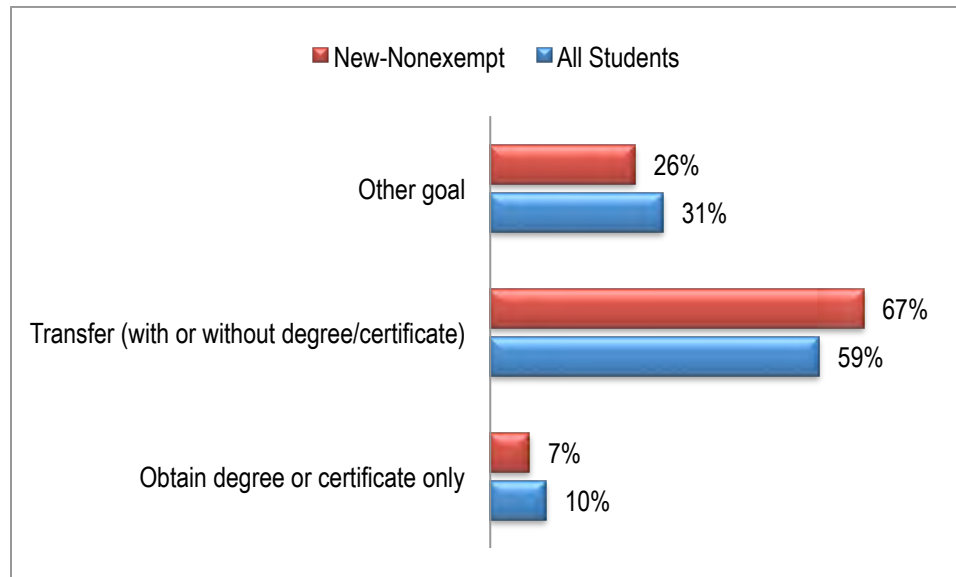
Initial Education Goal: Based on education goal reported in admissions application (see details on [http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left\\_Nav/DED/Data\\_Elements/SB/SB14.pdf](http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/SB/SB14.pdf)).

All students: Students with at least 0.5 attempted units in 2014-15 at the College.

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

**Figure CP.7**

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



**Table CP.8**

College Profile: Student Headcount by State Residence and Enrollment Type  
De Anza College, 2014-15

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

Notes

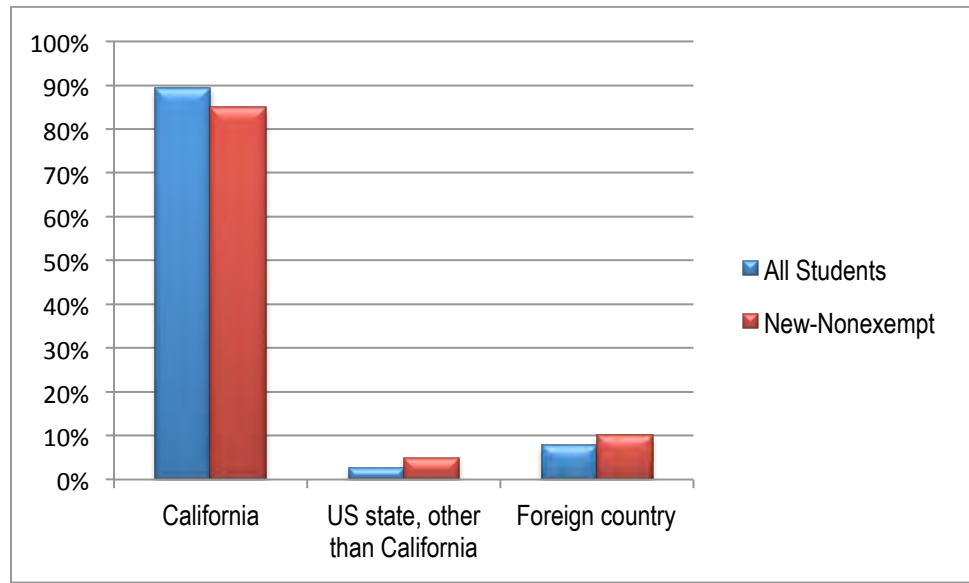
Residence Status: Based on the first term students attended De Anza College in 2014-15.

All students: Students with at least 0.5 attempted units in 2014-15 at the College.

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

**Figure CP.8**

College Profile: Student Headcount by State Residence and Enrollment Type,  
De Anza College, 2014-15





**Table CP.9**

College Profile: New-Nonexempt Student Headcount by Full-Time and Enrollment Status, De Anza College, 2014-15

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

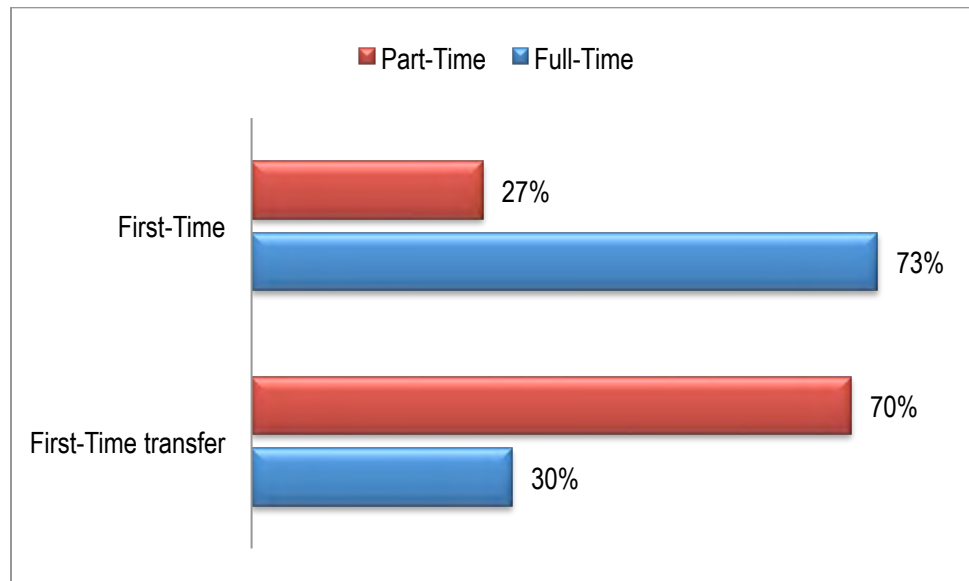
Note

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

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

**Figure CP.9**

College Profile: New-Nonexempt Student Headcount by Full-Time and Enrollment Status De Anza College, 2014-15



**Table CP.10**

College Profile: First-Time Student Headcount by School District  
De Anza College, 2014-15

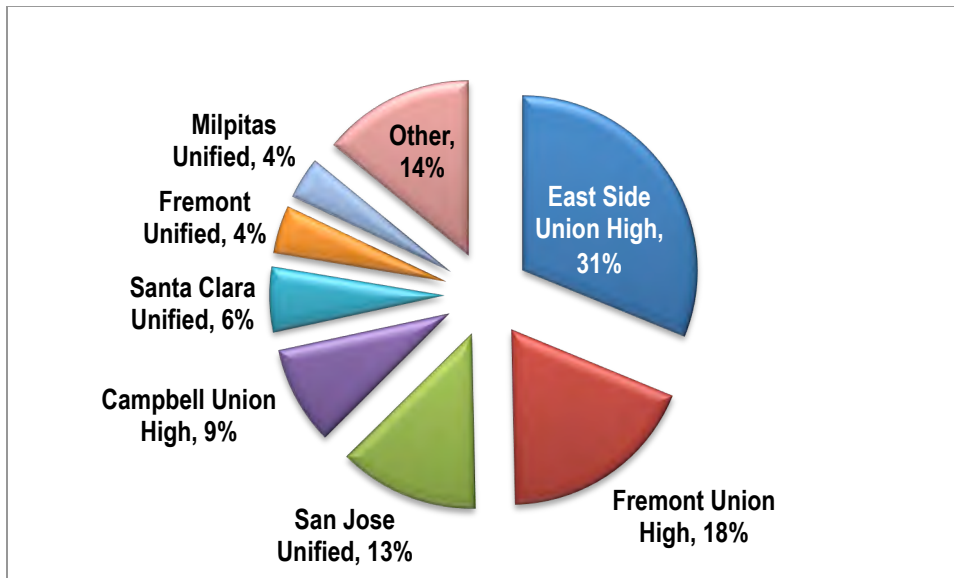
School District	Headcount	Percent
East Side Union High	1,089	31%
Fremont Union High	645	18%
San Jose Unified	452	13%
Campbell Union High	316	9%
Santa Clara Unified	208	6%
Fremont Unified	154	4%
Milpitas Unified	135	4%
Los Gatos-Saratoga Joint Union High	66	2%
Morgan Hill Unified	58	2%
Mountain View-Los Altos Union High	56	2%
New Haven Unified	26	1%
Sequoia Union High	25	1%
Newark Unified	24	1%
Gilroy Unified	22	1%
Palo Alto Unified	19	1%
Tracy Joint Unified	12	0%
San Mateo Union High	12	0%
Santa Clara County Office of Education	12	0%
Other	161	5%
<b>Total</b>	<b>3,492</b>	<b>100%</b>

Notes

Data include only first-time students who reported they had from high school in 2014 or 2015.

**Figure CP.10**

College Profile: First-Time Student Headcount by School District  
De Anza College, 2014-15



**Notes**

Data include only first-time students who reported they had graduated from high school in 2014 or 2015.

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

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

In addition, we foster collaborations with high school counselors by hosting an annual high schools partners conference. Counselors are invited to our campus for a day of informational sessions. At the conference, we cover the SSSP mandates and emphasize the importance of students completing the core services for academic success. We discuss how we can collaborate to provide SSSP services at the high school sites, and get input and feedback on how we can improve our services.

We also host annual high school student conference for our targeted populations, attracting more than 1,000 students from more than 30 high schools. The students are bussed to De Anza College for a day of informative and engaging workshops and other activities aimed at promoting a college-going culture and college readiness. Among other things, students learn about SSSP core services and how completing those steps can lead to success and reaching their goals.

De Anza College's Occupational Training Institute partners with two local workforce agencies – NOVA and Work2Future. Both agencies refer dislocated workers and low-income clients to De Anza College. Workforce Innovation and Opportunity Act (WIOA) clients referred by the local workforce boards are in need of priority registration and participate in SSSP core services.

## **B. Orientation**

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

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

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

De Anza College provides orientation in several delivery modes and activities to give students information and resources to help ensure academic success. During the 2014-15 academic year, orientation services were delivered through high school visits, college open house, and workshop sessions. The review of 2014-15 orientation data generated a refocus on how we inform prospective students about orientations and helped us develop steps to improve our process.

- Two counselors/academic advisors conducted orientation sessions, and abbreviated educational plans were developed within these sessions. For 2015-16, to reduce student wait time, plans will be developed immediately following orientations with the support of all counselors and academic advisors.
- De Anza will develop a more comprehensive marketing package that will align all student success services.
- These orientations are provided for non-exempt students throughout the academic year.
- Orientations will be marketed to prospective new students earlier in the winter (before high school graduation) and more often, with ongoing connections through the summer.
- Student ambassadors train potential students in DegreeWorks, which helps students develop their educational plans. This process has reduced the appointment times for educational plan review and approval.
- Promotion of the value of 'priority registration' will be increased.

Online orientation was developed and launched for fall 2015 to support the population of online students and provide options to help ensure academic success for all students. The online orientation was featured at our annual High School Partners Conference, where high school counselors learned about the importance of the orientation, topics covered, and the options available to students to complete it. The Office of Outreach and Relations with Schools coordinates delivery of orientation onsite at area high schools. Both online and in-person options will be available to students.

We've also hired new counselors to work more specifically with African American and Latino students to close the achievement gap. Counselors will work with incoming students starting with orientation and other pre-enrollment services and assist students in developing clear pathways. They will also work with students on the other core services to improve the success rate for these targeted student populations.

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

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

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

Over 1,000 students received orientation services in high schools and at our annual Open House, hosted by the Office of Outreach and Relations with Schools. The Outreach office coordinates delivery of core services in area high schools, and outreach staff and counselors worked collaboratively with high school counselors to provide orientation on site for incoming students.

**Table OR.1**

Orientation Services: Headcount for Students who Received Orientation Services at De Anza College by Exempt Status, 2014-15

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

Notes

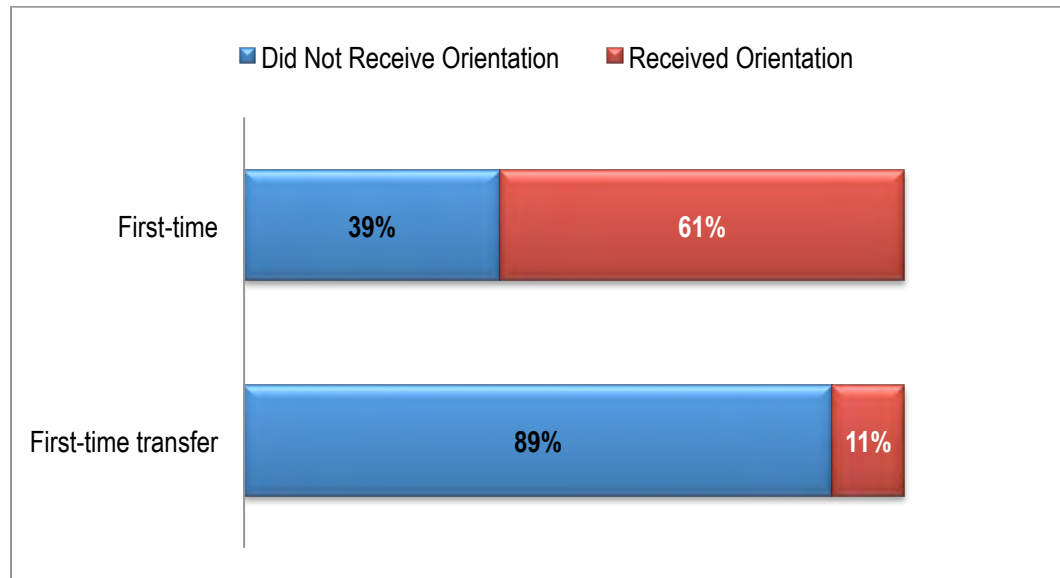
Nonexempt/Directed: Students without college degree or education level not reported.

Exempted-Other: Students with special admit status or exempted by transcript evaluation.

Middle College and College Now are special admit students, but receive orientation services at De Anza College. Students do not need to be enrolled to receive orientation services.

**Figure OR.1**

Orientation Services: Orientation Target Population Headcount by Enrollment Status and Orientation Service Status, De Anza College, 2014-15



Notes

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

First-time: No prior higher education experience (excludes prior higher education experience as special admit student). A total of 3,519 out of 5,748 first-time nonexempt students in 2014-15 received orientation services at De Anza College.

First-time transfer: First term at the college, with prior higher education experience. A total of 464 of 4,244 first-time transfer nonexempt students received orientation services at De Anza College.

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

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

**Table OR.2**

Orientation Services: Orientation Target Population Headcount by Enrollment Status and Orientation Service Status, De Anza College, 2014-15

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

**Notes**

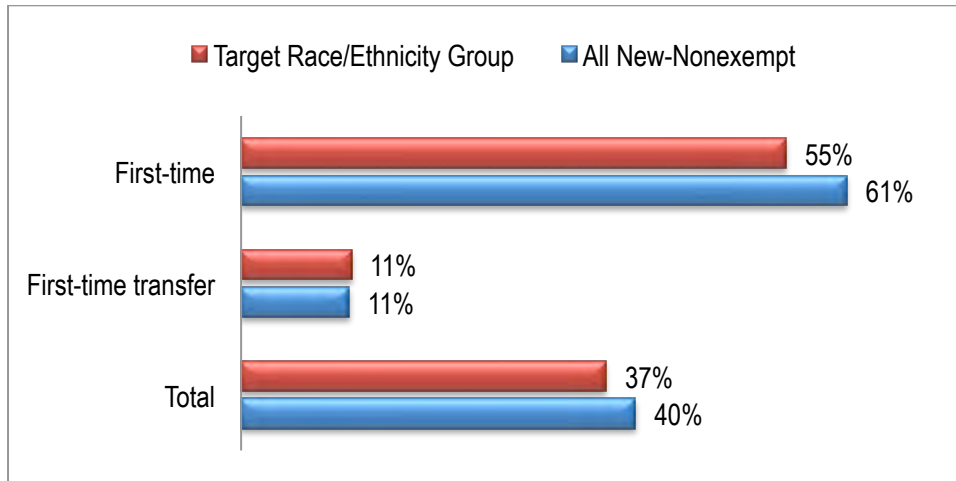
Target Population: New-nonexempt new students who attempted at least 0.5 units in 2014-15 at the college. Data include orientation services provided on or prior to the 2014-15 academic (e.g., spring of prior academic year) for some students receive this service prior to enrollment.

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

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

**Figure OR.2**

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





**Table OR.3**

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

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

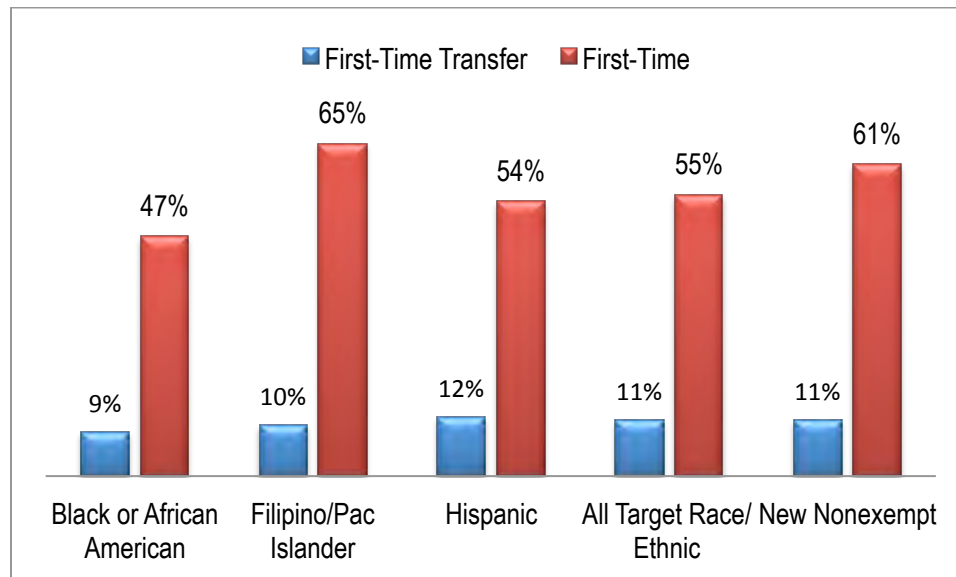
Notes

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

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

**Figure OR.3**

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



Notes

Figures are not mutually exclusive for students may report more than one race/ethnicity.

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

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

**Table OR.4**

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

Enrollment Status	Subgroup	Target Race/Ethnicity, All		Received Orientation Services	
		Headcount	Percent	Headcount	Percent
First-time	Black or African American	282	7%	132	47%
	Filipino/Pac Islander	558	15%	363	65%
	Hispanic	1,707	45%	917	54%
First-time transfer	Black or African American	302	8%	26	9%
	Filipino/Pac Islander	402	11%	40	10%
	Hispanic	1,122	29%	130	12%
<b>Total</b>		<b>3,823</b>	<b>100%</b>	<b>1,410</b>	<b>37%</b>

Notes

Figures are not mutually exclusive for students may report more than one race/ethnicity.

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

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

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

These modified orientation services will continue to be piloted during fall 2015 and winter 2016 quarters, along with the focused marketing campaign that will include increased communication with students prior to registration. The goal for 2015-16 is to increase efforts to provide orientation services to a greater percentage of the target population. Through weekly program data evaluation and working closely with a recently hired research analyst, staff will determine if all new, first-time high school graduates, and new, first-time transfer students are being served. If necessary, based on data review, services can be revised to meet College student success goals.

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

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

3. a. Are orientation services offered online?

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

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

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

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

\*These are software tools and not subscription based.

Staff support:

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

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

Topics covered in all orientations include the following:

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

Online orientation incorporates those topics as well as the domestic and sexual violence prevention video, “Not Anymore,” a federal mandate for orientation. The interactive video is

available on computers or mobile devices and includes an accessible, text-based version. There are opportunities for extended orientations through the Counseling Department classes (*Introduction to College, Counseling 50*).

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.65	Counselors (Full & Part-time)	Provide initial orientation services on campus and in the high schools	SSSP/Match/GF
0.90	Academic Advisors	Conduct orientation sessions	SSSP
1.00	Administrative Assistants	Schedule orientations, track online orientation, reports MIS data, provides office support	SSSP/Match/GF
0.10	Dean of Counseling and Student Success	Supports orientation services for the division	Match/GF
0.15	Associate VP of Student Services	Provides campus-wide leadership and coordination for delivery of SSSP core services including orientation	Match/GF
1.00	Communications	Support delivery of orientation services	Match/GF
0.40	Student Success Specialist (Outreach)	Support delivery of orientation services	SSSP
0.25	Program Coordinator II	Coordination of orientation services on campus and at high schools, online and in workshops, and tracks data	SSSP
1.50	Student Ambassadors/Workers	Support delivery of orientation services	SSSP/Match (DASB)
1.00	Classified Hrly, Students, OT (Outreach)	Support delivery of orientation services	Match/GF
7.95	Total		

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Supplies & Materials/printing	SSSP/Match/GF	\$35,000.00
5000	Operating Expenses/conference travel, mileage, field trips	GF	\$5,000.00
6000	Equipment (Laptops)	SSSP/Match/GF	\$22,000.00
	Total		\$62,000.00

### C. Assessment for Placement

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

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

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

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

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

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

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

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

More than 1,200 students received assessment services in high schools. Outreach and Assessment staff worked in collaboration to provide assessment on site in area high schools. In 2014-15, assessment services were delivered in 36 high schools. This effort will continue in 2015-16.

**Table AP.1**

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

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

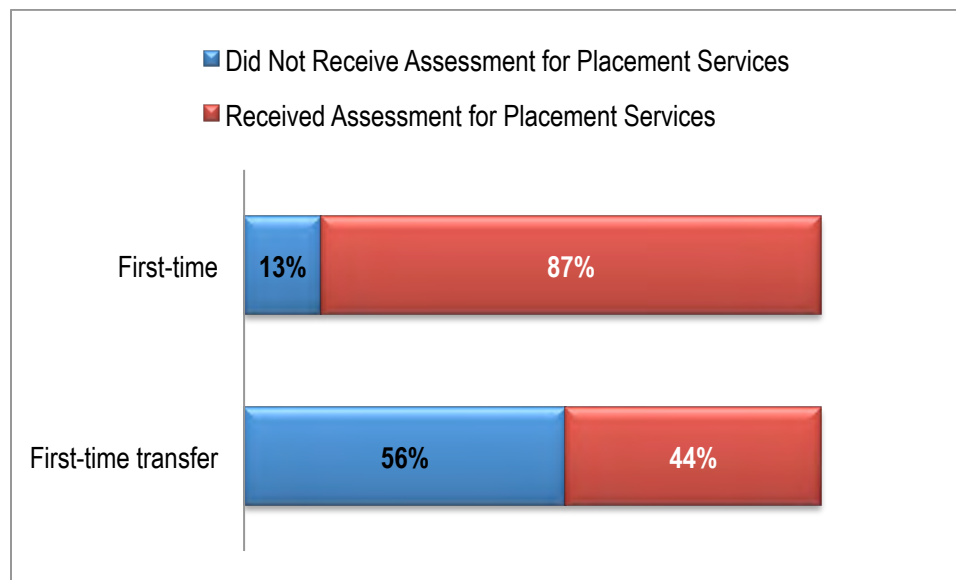
Notes

Nonexempt/Directed: Students without college degree or education level not reported.

Exempted-Other: Students with special admit status or exempted by transcript evaluation.

**Figure AP.1**

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



Notes

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

First-time: No prior higher education experience (excludes prior higher education experience as special admit student). A total of 4,981 out of 5,748 first-time, non-exempt, students in 2014-15 received assessment for placement services at De Anza College.

First-time transfer: First term at the college, with prior higher education experience. A total of 1,880 of 4,244 first-time transfer, non-exempt, students received assessment for placement services at De Anza College.

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

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

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



**Table AP.2**

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

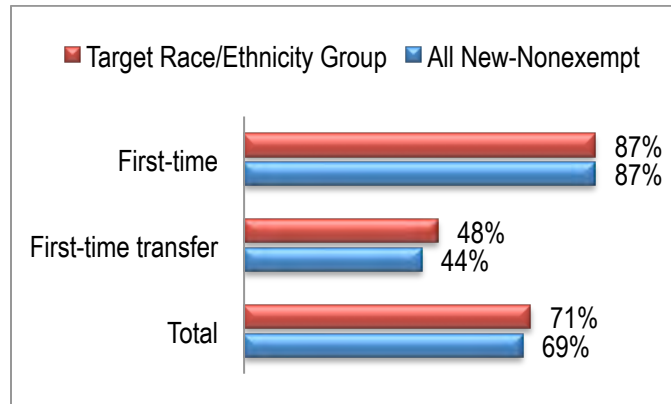
Enrollment Status	Target Population, All		Received Assessment for Placement Services	
	Headcount	Percent	Headcount	Percent
First-time	5,748	58%	4,981	87%
First-time transfer	4,244	42%	1,880	44%
Total	9,992	100%	6,861	69%

Notes

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

**Figure AP.2**

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



**Table AP.3**

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

Enrollment Status	Target Race/Ethnicity, All		Received Assessment for Placement Services	
	Headcount	Percent	Headcount	Percent
First-time	2,238	59%	1,957	87%
First-time transfer	1,558	41%	762	48%
Total	3,823	100%	2,719	71%

Notes

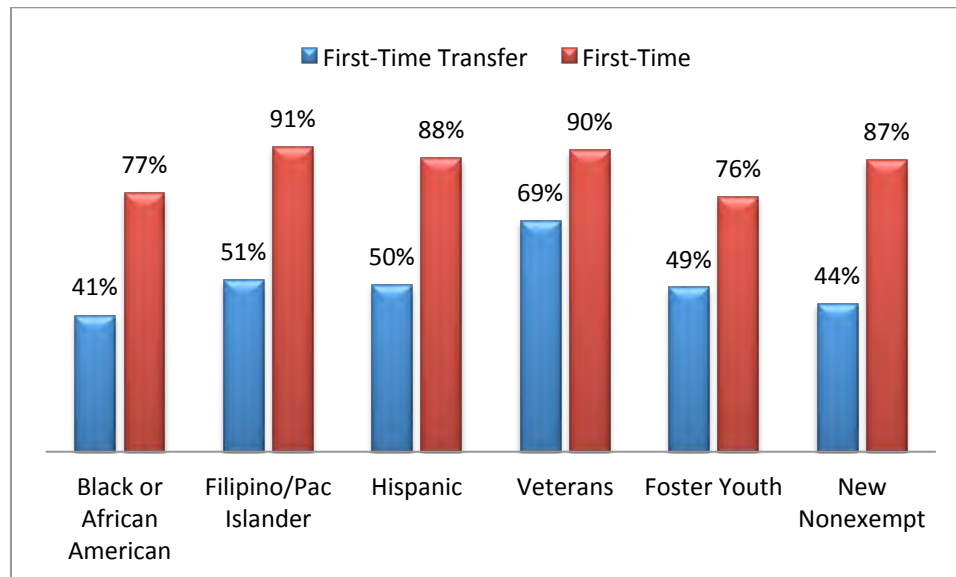
Target Race/Ethnicity Group: Black or African American, Filipino, Pacific Islander or Hispanic non-exempt students who attempted at least 0.5 units and who were new to the college, without a degree, during their first term at De Anza College in 2014-15. It includes services provided on or prior to the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

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

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

**Figure AP.3**

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



Notes

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

**Table AP.4**

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

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

Notes

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

**Table AP.5**

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

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

Notes

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

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

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

Foster youth and veterans are strongly encouraged to take the placement tests when they meet with counselors for an initial orientation. They also learn from the College website that their registration priority improves if they have taken the placement tests, have done an educational plan and have attended orientation. Transfer students who have taken college level English or mathematics courses at other institutions may not need to take placement tests. These students submit transcripts for evaluation and then receive either course placement or instructions on how to take one or more placement tests. Approximately, 1,200-1,500 students receive prerequisite clearances each quarter based on prior college coursework.

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

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

New students can select a testing date and time online. As part of the appointment process, they are told about the importance of preparation, the retest policies and given links for sample questions. Students cannot schedule an appointment until they check a box for each of the items above indicating they understood the information. Students who schedule an appointment in person or register as a standby are given hard copy handouts of the same information and have to check similar boxes. On the day of the test, students go to the Assessment lab at the designated time. They then do the writing sample, if doing English or ESL, or start on the computer if doing mathematics.

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

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

4. a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.

- English: College Board Accuplacer Reading Comprehension and Sentence Skills, 30 minute writing sample read by the faculty
- Mathematics: College Board Accuplacer Arithmetic, Elementary Algebra and College Level Math, Calculus readiness test developed by the faculty
- ESL: ACTT CELSA, 30 minute writing sample read by the faculty

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

Calculus readiness test and the ESL writing sample have full approval and are on the list on the Chancellor's office website. The English writing sample had probationary approval and is up for review in winter 2016.

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

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

5. a. What multiple measures are used?

The English and ESL writing samples are scored holistically by the ESL and English faculty, respectively. Several years ago, the Language Arts and Physical Sciences, Mathematics and Engineering leadership reviewed a list of multiple measure questions published by College Board. Each division selected three items. These items act as a structured interview for each student about outside activities and resources for learning.

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

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

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

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

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

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

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

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

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

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.00	Administrative Assistants	Schedule assessment appointments, report MIS data, provide office support	SSSP
0.10	Associate VP of Student Services	Provides campus-wide leadership and coordination for delivery of SSSP core services including assessment/placement	Match/GF
0.30	Student Success Specialist (Outreach)	Delivers assessment services in area high schools	SSSP
0.10	Program Coordinator II	Coordinates and tracks data for assessment services at high schools and on campus.	SSSP
0.10	Dean of Enrollment Services	Supports delivery of assessment/placement services	Match/GF
5.00	Testing & Assessment Supervisor, Specialist, Technicians	Provide Assessment & Placement services for students on campus, and support high school assessment activities	Match/GF
6.60	Total		

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Supplies & Materials/printing	SSSP/Match/GF	\$5,700.00
5000	Operating Expenses/conference travel, mileage, field trips	SSSP	\$30,000.00
	Total		\$35,700.00

## D. Counseling, Advising, and Other Education Planning Services

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

During the 2014-15 fall, winter, and spring quarters, counseling services were delivered on a drop-in basis, with appointments for special services (i.e., veterans, financial aid and probation). For the summer 2015 quarter, an appointment process was piloted to increase the number of students served. The data is currently under review. De Anza will be offering multiple delivery modes and activities for counseling services, to include appointment, drop-in, and quick-questions for all students. Counseling services will also be included in the focused marketing campaign.

During the 2014-15 year, EOPS clarified the difference between the Student Success Support Program (SSSP) and EOPS/CARE mandated requirements. A SSSP Abbreviated Academic Plan was defined as one or more quarters in DegreeWorks, the College's online academic advisement tool. An EOPS/CARE Abbreviated Academic Plan was defined as a three-quarter educational plan (drafted on paper). The SSSP Comprehensive Academic Plan was defined as least three quarters in DegreeWorks. The EOPS/CARE Comprehensive Academic Plan was identified as the Multi-year Academic Plan (MAP) and included at minimum a two-year plan. The EOPS Counseling/Advising staff developed a system to identify that students had both a MAP and DegreeWorks academic plan.

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

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

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



**Table CN.1**

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

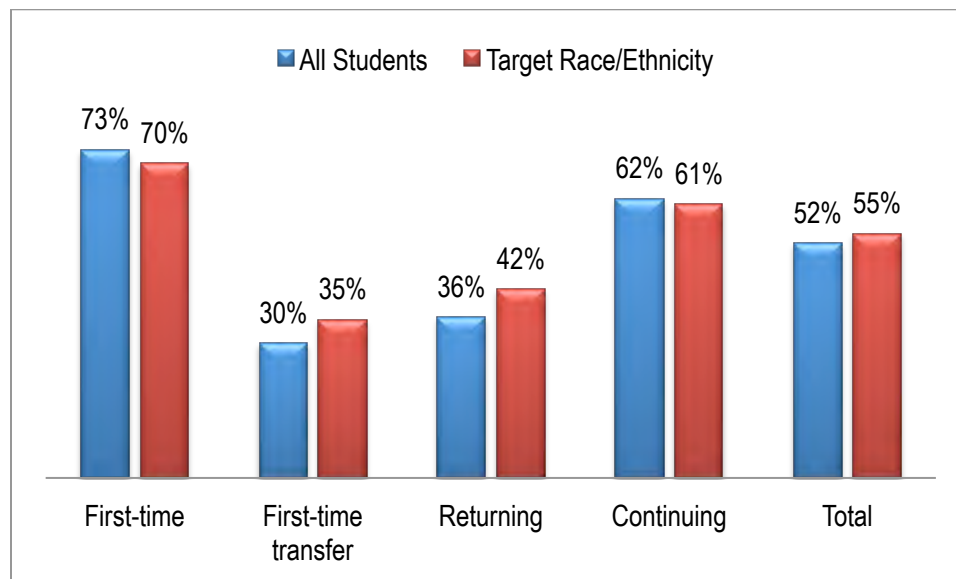
Support Service	Headcount	Percent
Counseling & Advising	13,742	64%
Follow-up Orientation, Counseling, or Placement Services	12,221	57%
Education Planning, Initial & Follow-up	11,103	52%
Total Unduplicated	21,462	100%

Notes

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

**Figure CN.1**

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



**Table CN.2**

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

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

Notes

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

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

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

**Table CN.3**

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

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

Notes

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

**Table CN.4**

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

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

Notes

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

**Table CN.5**

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

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

Notes

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

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

- Modified counseling services will continue to be piloted during the fall 2015 and winter 2016 quarters and a review of attendance, as well as, total number of abbreviated and comprehensive educational plans will provide data to determine if these modifications should be permanently incorporated beginning spring 2016.
- De Anza will develop a more comprehensive marketing package that will align all student success services.
- Counseling, advising, and education planning services are provided for non-exempt students throughout the academic year.
- Counseling, advising, and education planning services will be marketed to prospective new students earlier in the winter (before high school graduation), more often with ongoing connections through the summer, and continuously after enrollment until goals have been met.
- Student ambassadors will continue to train potential students in DegreeWorks, which will help students develop their education plans. This process will reduce the educational plan appointment times for review and approval.
- Promotion of the value of “priority registration” will be increased.
- De Anza currently utilizes online advising through an email system. For 2015-16 e-advising (real-time) will be investigated as the next step to meet online advising requirements for all online students.
- For EOPS students, the EOPS mutual responsibility contract requires every student that participates in the program to receive counseling and advising services to remain eligible and active in the program.
- In DSPS, we have reconfigured offices so that DSS counselors and LD Specialists are now in one location, using the same computer program, Clockwork to schedule appointments. We are also sending emails to DSS students reminding them to see a DSS counselor.

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

- In person – beginning fall 2015, counselors and academic advisors meet with students, by appointment and drop-in, to assist in developing student abbreviated and comprehensive educational plans, review probation status, and determine progress in coursework, including pre-collegiate basic skills courses.
- Workshops – new student orientation, probation, high school orientation, and educational planning workshops are conducted to assist students in becoming familiar with college life, and to strengthen student retention.
- The Counseling and Student Success Division currently offers COUN 50: Introduction to College, which results in students developing comprehensive ed plans after class.
- Summer Bridge, Math Performance Success, Puente Project, First Year Experience and Sankofa Scholar students are members of instructional Learning Communities that have

pre-determined links or paired courses.

- EOPS/CARE students are required to meet with program counselors/advisors twice per quarter to develop and review their academic plans and address any academic or personal issues or concerns the students may have. In addition, the EOPS program provides a wide array of additional services to eligible program participants including personal counseling, financial assistance, priority registration and transfer assistance.
- DSS and the Educational Diagnostic Center (EDC) offer in-person counseling and advising, informational workshops for incoming high school students, FTES generating courses, specifically Special Education, Guidance and Physical Education/Adapted.

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

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

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

The average wait time for counseling appointments and drop-in counseling is 24 minutes.

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

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

- There are multiple ways students can develop an abbreviated educational plan. High school students can develop an abbreviated educational plan during orientation sessions that are held at the various high school campuses as well as during orientation sessions held at the college.
- Other new students can develop an abbreviated educational plan by attending an orientation session at the college. Immediately following these sessions, students flow into individual 15-minute abbreviated educational plan appointments.
- During orientation, students learn to select courses based on their assessment placement scores. They are encouraged to enroll in Math, English and Counseling 50

(previously Counseling 200) courses during their first quarter. Students also learn about Degree Audit and DegreeWorks, a part of the Banner educational information system that enables students to explore course selection and major requirements.

- Student ambassadors will continue to train potential students in DegreeWorks, which helps students develop their education plans. This process will reduce the educational plan appointment times for review and approval.

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

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

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

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

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

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

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

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

**UC Admission Planner:** Online planning tool that allows students to enter their completed

and planned coursework to obtain an understanding of the UC transfer requirements. Students use this tool in collaboration with their counselor.

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

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

***CSUMentor:*** Includes a tab-categorized format that allows students to learn about the CSU system and its universities (Explore CSU shows students the numerous majors and degree programs); Plan for College; Apply Online, and Financial Aid.

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

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



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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
32.92	Counselors (Full & Part-time)	Provide counseling/advising services including educational planning, course selection, educational goals, and transfer	SSSP/Match/GF
6.75	Academic Advisors	Provide academic advising, lead workshops, develop educational plans	SSSP
3.30	Administrative Assistants	Schedule counseling appointments, support drop-in counseling sessions, provide office support	SSSP/Match/GF
0.75	Dean of Counseling and Student Success	Manage the Counseling and Student Success Division to include the counseling and advising services	Match/GF
0.20	Student Success Specialist (Outreach)	Support delivery of counseling and advising services	SSSP
0.20	Program Coordinator II	Coordination of counseling/advising and educational planning services on campus and at high schools, and track data for MIS	SSSP
1.00	Evaluation Specialist	Evaluates and assesses student records, transferable units, degree audit	SSSP
0.75	Student Ambassadors/Workers	Support delivery of counseling/advising and educational planning services	SSSP
0.25	Classified Hrly, Students, OT (Outreach)	Support delivery of counseling/advising and educational planning services	Match/GF
46.13	Total		

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Supplies & Materials/printing	SSSP/Match/GF	\$19,500.00
5000	Operating Expenses/conference travel, mileage, field trips	SSSP/Match/GF	\$8,000.00
6000	Equipment (Computers)	SSSP	\$30,000.00
	Total		\$57,500.00

### E. Follow-Up for At-Risk Students

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

The Retention Committee continuously looks to improve the services provided to probation students by reviewing each level's method of intervention. For example, communications sent to students and forms are reviewed quarterly for clarity and relevancy; workshops are updated yearly, and training is provided to faculty throughout the year to ensure the division is working cohesively.

**Academic Probation** occurs when a student has attempted at least 18 quarter-units and earned a cumulative GPA below 2.0. There are **five levels of academic probation**: Level 1, 2, 3, Pre-Dismissal and Dismissal. Students will be placed on academic probation each quarter (excluding summer) as long as their cumulative GPA is below a 2.0.

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

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

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

students on academic probation received some type of follow-up services; however, further review of the data show that only 24% (1,040) of these students received services specific to academic probation (excluding all other types of follow up services).

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

**Table FL.1**

Follow-Up for At-Risk Students: Headcount by Service Provided, De Anza College, 2014-15

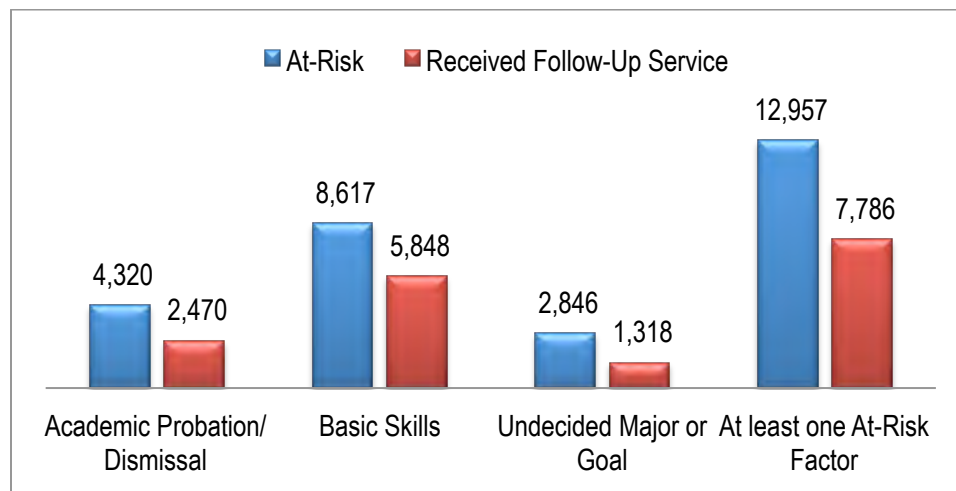
Follow-Up Service	Headcount	Percent
Academic Probation/Dismissal	1,370	7%
Orientation	233	1%
Placement/Assessment	9,181	49%
Education Plan	4,809	26%
Counseling/Advising	5,896	32%
Total Unduplicated/Headcount	18,675	100%

Notes

Based on MIS SS (Student Success) report: data fields SS10 (Academic Progress-Probation) and SS11 (follow-up services) for 2014-15. \*Academic probation may include students not officially on probation during the term/academic year when the services were provided. Follow-up services are only reported for follow-up terms.

**Figure FL.1**

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



**Table FL.2**

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

At-Risk Factor	At-Risk/Need of Follow-Up Services		Received Follow-Up Service	
	Headcount	Percent	Headcount	Percent
Academic probation/dismissal	4,320	13%	2,470	57%
Basic skills	8,617	26%	5,848	68%
Undecided major or goal	2,846	9%	1,318	46%
At least one at-risk factor	12,957	39%	7,786	60%
College student population	33,239	100%		

Notes

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

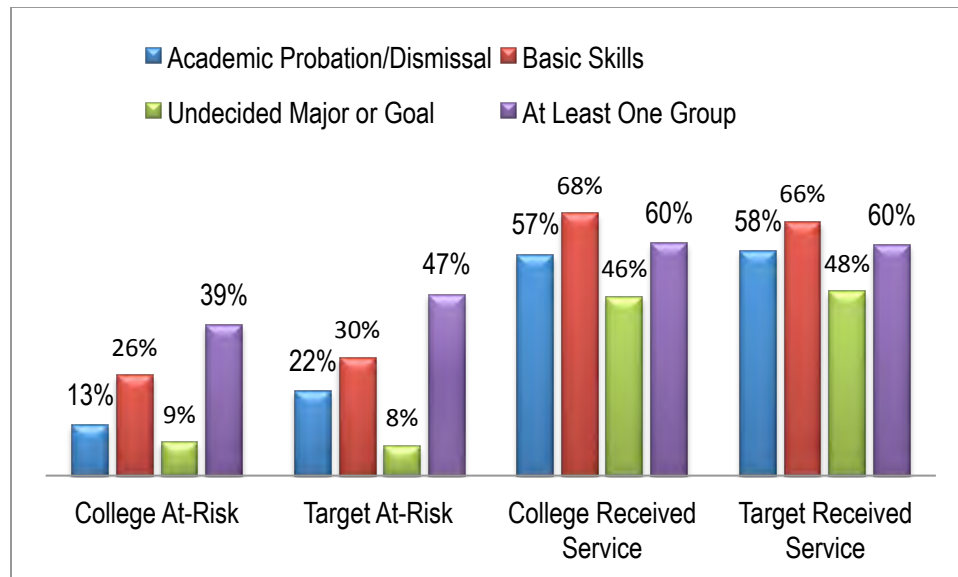
Undecided Major or Goal: Based on initial major or education goal; this group only includes non-exempt students (not special admits, less than an associate degree during their first term at De Anza College in 2014-15).

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

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

**Figure FL.2**

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



Notes

The College identified three risk factors in their SSSP plan for 2014-15: need for academic probation/dismissal, basic skills instruction, or undecided goal/major.

The College group identifies all students (33,239) who attempted at least 0.5 hour in 2014-15 at De Anza College.

The Target At-Risk group includes students of African ancestry, Hispanics, Filipinos or Pacific Islanders.

**Table FL.3**

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

At-Risk Group	At-Risk/Need of Follow-Up Services		Received Follow-Up Service	
	Headcount	Percent	Headcount	Percent
<b>-First-time</b>				
Academic Probation/Dismissal	1,024	18%	556	54%
Basic Skills	3,570	62%	2,341	66%
Undecided Major or Goal	491	9%	197	40%
At least one factor	4,032	70%	2,496	62%
Not at-risk group	1,716	30%		
All	5,748	100%		
<b>-First-time transfer</b>				
Academic Probation/Dismissal	333	5%	201	60%
Basic Skills	933	14%	475	51%
Undecided Major or Goal	557	9%	95	17%
At least one factor	1,632	25%	652	40%
Not at-risk group	4,823	75%		
All	6,455	100%		
<b>-Returning</b>				
Academic Probation/Dismissal	1,067	15%	569	53%
Basic Skills	779	11%	490	63%
Undecided Major or Goal	483	7%	151	31%
At least one factor	1,961	28%	981	50%
Not at-risk group	4,989	72%		
All	6,950	100%		
<b>-Continuing</b>				
Academic Probation/Dismissal	1,896	13%	1,144	60%
Basic Skills	3,335	24%	2,542	76%
Undecided Major or Goal	1,315	9%	875	67%
At least one factor	5,332	38%	3,657	69%
Not at-risk group	8,754	62%		
All	14,086	100%		

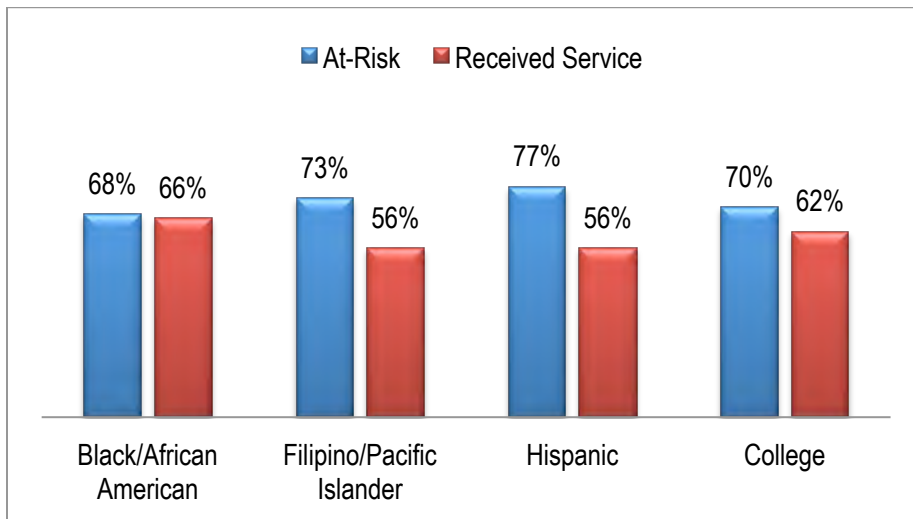
**Notes**

Data include students who attempted at least 0.5 units at De Anza College in 2014-15.

Follow-up-service: Based on MIS SS (Student Success) report: data fields SS08 (Counseling), SS10 (Academic Progress-Probation), and SS11 (follow-up services).

**Figure FL.3**

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



**Notes**

The College identified three risk factors in their SSSP (Student Success and Support Program) plan for 2014-15: need for academic probation/dismissal, basic skills instruction, or undecided goal/major. Figures include students with at least one of these factors.

The College group identifies all students (33,239) who attempted at least 0.5 hour in 2014-15 at De Anza College.

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

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

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

**Table FL.4**

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

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

Notes

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



**Table FL.5**

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

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

Notes

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

**Table FL.6**

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

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

Note

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

**Table FL.7**

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

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

Note

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

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

Students who did not participate or have unmet need will continue to have an academic probation HOLD put on their records by the Counseling and Student Success Center. This will prevent them from any class registration, book check-out in the college library, and official transcript orders.

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

Students completing the Level 1: basic probation workshop are encouraged to immediately make an appointment with a counselor after the workshop, which is located in the Counseling Center. Students at Levels 3: severe and 6: dismissal are required to meet individually with a counselor and are invited to follow up with that counselor in future quarters. Students on Level 2: moderate and 4: pre-dismissal probation are invited to make an appointment to meet individually with a counselor, although not required to. All probation students are sent reminder letters to complete their level of probation intervention. In all instances, students receive relevant counseling services, including advice on how to get off probation and the consequences of being on probation. Students are also encouraged to update their student education plan in DegreeWorks. Students on probation, both academic and progress, are required to complete the following steps (probation interventions are subject to change):

- **Level 1: Basic** probation students do not have a hold on their registration. Students are invited to complete the Online Student Success Probation Workshop to ensure their academic success.
- **Level 2: Moderate** probation students do not have a hold on their registration. Students are invited to complete the Online Student Success Probation Workshop to ensure their academic success.
- **Level 3: Severe** probation students have a hold on their registration and must complete the Student Success Workshop.
- **Level 4: Pre-Dissmissal** probation students have a hold on their registration and must complete the Academic Progress Report form and meet with a counselor.
- **Level 6: Dissmissal** 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 then meet with a counselor to file an appeal.
- **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 five consecutive quarters, he/she must take a leave of absence from De Anza College for one quarter.

Current services (interventions) to return students to good academic standing are listed below:

- Time management workshops
- *Counseling Courses*: Life Skills for College (Human Development—HUMA 20) and Understanding and Managing Stress (Human Development—HUMA 50) are courses designed to assist students in learning skills and techniques that will help them succeed academically.
- *Student Success Center*: Tutoring and academic skill workshops and courses are offered to strengthen skills that lead to academic success.
- *Psychological Services*: Support for students dealing with family issues, personal relationship difficulties, anxiety, stress, depression, sexual identity issues, adjustment difficulties, difficulty making decisions or choices, bereavement, bullying and harassment, body image crisis, and substance misuse issues.
- *Health Services*: Medical services are available for students who may have diagnosed or undiagnosed medical conditions. Certain conditions can interfere with students' academic performance.
- *Disability Support Programs and Services (DSP&S)*: Learning disabilities, academic accommodations and assistive technology are available to provide access to academic and student services.

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

Probation students receive emails from the Probation Committee beginning the third week of each quarter and later depending on the level of probation. Students without holds are notified by the third to fourth week of each quarter; students with holds are notified the fifth week of each quarter. Students who have not completed their level of intervention receive reminder emails beginning the sixth week of the quarter.

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

Level 1 probation students complete their intervention in a small group workshop of usually no larger than 20 students. Level 2 and 4 probation students are invited to meet individually in person with a counselor or communication by email. A special email address is used for Level 4 students to communicate with a counselor. Level 1 students participating in a workshop view a PowerPoint presentation and a computer is used to show relevant De Anza websites such as My Portal and the academic calendar and information on priority enrollment. Degree Works is used for completing student education plans.

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

Instructional faculty are involved when students, on probation level 3 and 6, bring an Academic Progress Report Form to have them filled out. This form asks instructional faculty about students' progress in their classes.

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
2.93	Counselors (Full & Part-time)	Provide counseling and follow-up for at-risk students, and students at various levels of academic probation	SSSP/Match/GF
1.35	Academic Advisors	Provide follow-up, academic advising, and workshops	SSSP
0.70	Administrative Assistants	Schedule follow-up appointments and provide office support	SSSP/Match/GF
0.10	Dean of Counseling and Student Success	Provides division leadership for delivery of follow-up services to at-risk students	Match/GF
0.05	Associate VP of Student Services	Provides campus wide leadership and coordination for delivery of SSSP core services including follow-up services for at-risk students	Match/GF
0.10	Student Success Specialist (Outreach)	Supports delivery of follow-up services for at-risk students	SSSP
0.05	Program Coordinator II	Coordinates delivery of follow-up services for at-risk students, and track data for MIS	SSSP
2.00	Student Workers (Math Performance Success)	Support delivery of follow-up services for at-risk students	Match (DASB)
0.75	Student Workers (Student Success & Retention)	Support delivery of follow-up services for at-risk students	Match (DASB)
8.02	Total		

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

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4000	Supplies & Materials/printing	SSSP	\$234.00
6000	Equipment (Laptops)	SSSP	\$25,000.00
	Total		\$25,234.00

## F. Other SSSP/Match Expenditures

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

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.00	Articulation Officer/Transfer Services Coordinator	Coordinator of Articulation and Transfer Services	Match/GF
1.00	Administrative Assistants (Transfer)	Support delivery of SSSP	Match/GF
2.00	Articulation Administrative Assistant & Specialist	Support delivery of SSSP	Match/GF
0.05	Dean of Counseling and Student Success	Oversees Counseling Services	Match/GF
0.90	Dean of Enrollment Services	Oversees Admissions & Records, Assessment and Veterans Offices, and Evaluations	Match/GF
0.70	Associate VP of Student Services	Campus-wide leadership and coordinator of SSSP services	Match/GF
0.50	Database Programmer/Analyst	Track SSSP data, provide data analysis for core services, and ensure accuracy of MIS data reporting to the state	SSSP
0.40	Program Coordinator II	Provides coordination services for SSSP	SSSP
3.00	Cashiering Services	Oversees cashiering functions for the campus	Match/GF
12.00	Enrollment Services	Provide enrollment services (admissions & records), veteran services, and other student services	Match/GF
2.00	Institutional Research	Provides SSSP and other campus wide research and data analysis	Match/GF
0.75	Classified Hourly (Cashier)	Part-time Cashiers Office assistants	Match/GF
0.25	Classified Hourly (Transfer)	Part-time assistants for transfer services	Match/GF
1.50	Classified Hourly (Admissions & Records)	Part-time assistants for enrollment services (admissions & records)	
26.05	Total		

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

<b>Budget Code</b>	<b>Expenditure Title/Description</b>	<b>Funding Source (SSSP/Match/GF)</b>	<b>Amount</b>
4000	Supplies & Materials/printing	Match/GF	\$17,500.00
5000	Operating Expenses/conference travel, mileage, field trips	Match/GF	\$18,395.00
	<b>Total</b>		<b>\$35,895.00</b>

## SECTION III. POLICIES

### A. Exemption Policy

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

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

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

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

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

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

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

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

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

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<sup>4</sup> Source: 2014-15 ODS



Subgroup 2: concurrently enrolled at a four-year college or university = 2,349  
Subgroup 3\*: taking courses to improve employment opportunities or for in-service training = 2,667  
Subgroup 4\*\*: taking courses for personal development or enrichment = 2,027

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

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

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

## **B. Appeal Policies**

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

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

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

Both appeal forms are accessible online at [www.deanza.edu/registration/forms.html](http://www.deanza.edu/registration/forms.html).

## **C. Prerequisite and Corequisite Procedures**

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

De Anza College's prerequisites, corequisites, and advisories follow the Foothill-De Anza College District's Administrative Procedures (AP 6060).<sup>5</sup> The procedures rely on faculty in the discipline/department to approve prerequisites or corequisites, and rely on regular curriculum

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

review to ensure prerequisites and corequisites are appropriate condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.

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

For the most current course catalog, refer to: [www.deanza.edu/publications/catalog/](http://www.deanza.edu/publications/catalog/).

#### **SECTION IV. PROFESSIONAL DEVELOPMENT**

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

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

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

- Enhance the new part-time faculty orientation with the development of curriculum designed to focus on attitudes, skills, and abilities required for student success and retention as outlined in SSSP (including basic skills pedagogy).
- The Equity Core Team will work with each division as a means for maintaining momentum around the work of student success and retention, facilitation of the divisional equity plans, which will integrate basic skills commitment and strategies to close the racial achievement gap.

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

## SECTION V. ATTACHMENTS

The following attachments are required:

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

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

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

### ADDITIONAL INFORMATION

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

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

## Attachment A

### Student Success and Support Program Plan Participants

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

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

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

Name: Rowena Tomaneng Title: Associate Vice President, Instruction

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

Name: Stacey Cook Title: Vice President, Student Services

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

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

Stakeholder Group: Instruction Planning & Budget Team/SSSP Committee

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

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

Name: Mayra Cruz Title: President, Academic Senate

Stakeholder Group: Academic Senate/SSSP Committee

Name: Randy Bryant Title: Vice President, Academic Senate

Stakeholder Group: Academic Senate/SSSP Committee

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

Stakeholder Group: SSSP Committee

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

Stakeholder Group: SSSP Committee

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

Stakeholder Group: SSSP Committee

Name: Mark Fu Title: Counselor  
Stakeholder Group: Faculty/SSSP Committee

Name: Karen Hunter Title: President Elect, Classified Senate  
Stakeholder Group: Classified Senate

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

Name: Lisa Mandy Title: Director, Financial Aid & Scholarships  
Stakeholder Group: SSSP Committee

Name: Mallory Newell Title: College Researcher  
Stakeholder Group: SSSP Committee

Name: Lorrie Ranck Title: Dean, Learning Resources  
Stakeholder Group: Developmental and Readiness Education Taskforce (DARE)

Name: Stacey Shears Title: Dean, Disability Support Programs & Services  
Stakeholder Group: SSSP Committee

Name: Marisa Spatafore Title: Associate Vice President, Communications & External Relations  
Stakeholder Group: SSSP Committee

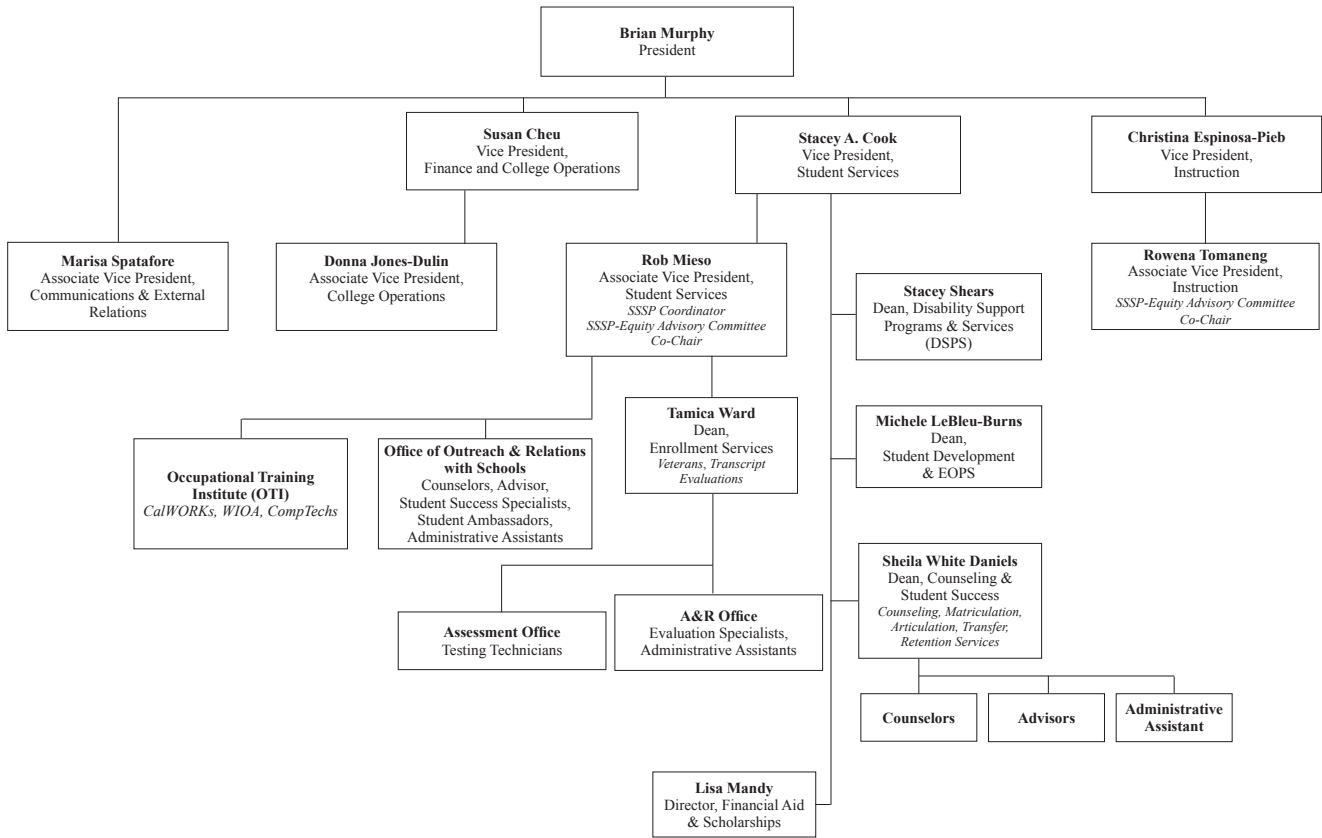
Name: Tamica Ward Title: Dean, Enrollment Services  
Stakeholder Group: SSSP Committee

Name: Bret Watson Title: Director, Budget & Personnel  
Stakeholder Group: SSSP Committee

# Attachment B Organizational Chart



2015-2016 SSSP Staff Organizational Chart



**Attachment C**  
**Joint Student Success and Support Program and Student Equity**  
**Advisory Committee**

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



**Credit  
Student Success and Support Program**

**2015-16**

**Budget Plan**

**Foothill-DeAnza CCD**

**De Anza College**

Report Due By

**Friday**

**November 20, 2015**

**Email completed budget plan to:**

[cccssp@cccco.edu](mailto:cccssp@cccco.edu)

**and**

**Mail signature page with original signatures to:**

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549



2015-16
Foothill-DeAnza CCD
De Anza College
<b>Credit</b>

**Part I: Funding**

*Enter whole numbers only*

**2015-16 Credit SSSP Allocation** \$ 2,810,285

**Total 2015-16 Planned Expenditures in Credit SSSP**

	<b>Amount</b>
Part II: Planned Credit SSSP Expenditures	<b>\$ 3,046,609</b>
Part III: Planned District Match	<b>\$ 6,346,153</b>
1:1.3 Calculated required match for Credit	\$ 3,960,592

**Total Planned Expenditures in Credit SSSP** \$ 9,392,762

**Balance of 2015-16 Credit SSSP Allocation** \$ (236,324)

**2015-16 Credit Student Success and Support Program Budget Plan**  
**Part I: Funding**  
**Specific Entry Instructions**

**Planned expenditures in the Credit Student Success and Support Program:** This Budget Plan must be completed at the college level. In addition, these planned expenditures must be clearly identified in the Credit SSSP Plan.

**Cell:**

E10 Enter your college's 2015-16 Credit SSSP Allocation.

E14 This cell will populate once the Part II: Planned Credit SSSP Expenditures section has been completed.

E15 This cell will populate once the Part III: Planned District Match section has been completed.

D16 This cell will display your calculated required District Match for your Credit program.

E18 This cell is the sum of: Part II: Planned Credit SSSP Expenditures and Part III: Planned District Match.

E22 This cell is the sum of: 2015-16 Credit SSSP Allocation minus Part II: Planned Credit SSSP Expenditures.

- 0 If all of the 2015-16 Credit SSSP Allocation has 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 the planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. The Budget Plan **cannot be submitted** if balance is negative.

<b>2015-16</b>
Foothill-DeAnza CCD
De Anza College
<b>Credit</b>

**Part II: Planned Credit SSSP Expenditures**

Report planned expenditures of the Credit SSSP allocation by object code as defined by the California Community Colleges Budget and Accounting Manual. Although they appear in the Manual, not all expenditures listed are appropriate for Credit SSSP purposes. Refer to instructions below. Please refer to the SSSP Funding Guidelines for more information.

	Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	SSSP Research/ Coordination * (see below)	Total
<b>1000</b>	<b>Academic Salaries: List by Position Title(s)</b>	<b># of FTE Positions</b>						
	<i>Counselors Full-time</i>	<b>10.50</b>	\$ 47,757	\$ -	\$ 811,869	\$ 95,514	\$ -	\$ 955,140
	<i>Counselors Part-time</i>	<b>2.50</b>	\$ 15,000	\$ -	\$ 127,500	\$ 7,500	\$ -	\$ 150,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>		<b>\$ 62,757</b>	<b>\$ -</b>	<b>\$ 939,369</b>	<b>\$ 103,014</b>	<b>\$ -</b>	<b>\$ 1,105,140</b>
<b>2000</b>	<b>Classified and Other Nonacademic Salaries: List by Position Title(s)</b>	<b># of FTE Positions</b>						
	<i>Academic Advisors</i>	<b>9.00</b>	\$ 59,513	\$ -	\$ 446,347	\$ 89,269	\$ -	\$ 595,129
	<i>Administrative Support (Counseling)</i>	<b>2.00</b>	\$ 13,278	\$ -	\$ 99,583	\$ 19,916	\$ -	\$ 132,777
	<i>Administrative Support (Outreach)</i>	<b>2.00</b>	\$ 37,321	\$ 62,202	\$ 18,661	\$ 6,220	\$ -	\$ 124,404
	<i>Evaluation Specialist</i>	<b>1.00</b>	\$ -	\$ -	\$ 55,243	\$ -	\$ -	\$ 55,243
	<i>Data Base Programmer/Analyst</i>	<b>0.50</b>	\$ -	\$ -	\$ -	\$ -	\$ 46,063	\$ 46,063
	<i>Program Coordinator II</i>	<b>1.00</b>	\$ 15,232	\$ 6,093	\$ 12,185	\$ 3,046	\$ 24,371	\$ 60,927
	<i>Student Ambassadors (5 Students)</i>	<b>1.50</b>	\$ 18,000	\$ -	\$ 18,000	\$ -	\$ -	\$ 36,000
	<i>Student Success Specialist</i>	<b>1.00</b>	\$ 27,305	\$ 20,479	\$ 13,653	\$ 6,826	\$ -	\$ 68,263
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>		<b>\$ 170,649</b>	<b>\$ 88,774</b>	<b>\$ 663,672</b>	<b>\$ 125,277</b>	<b>\$ 70,434</b>	<b>\$ 1,118,806</b>

	Classification		Orientation	Assessment	Counseling/ Advising/Other Ed Planning	Follow-up	SSSP Research/ Coordination * (see below)	Total
<b>3000</b>	<b>Employee Benefits: List by Position Title(s)</b>							
	<i>Counselors Full-Time</i>	<b>10.50</b>	\$ 12,637	\$ -	\$ 214,837	\$ 25,275	\$ -	\$ 252,749
	<i>Counselors Part-time</i>	<b>2.50</b>	\$ 1,847	\$ -	\$ 15,695	\$ 923	\$ -	\$ 18,465

	Academic Advisors	9.00	\$ 23,015	\$ -	\$ 172,611	\$ 34,522	\$ -	\$ 230,148
	Administrative Support (Counseling)	2.00	\$ 5,135	\$ -	\$ 38,511	\$ 7,702	\$ -	\$ 51,348
	Administrative Support (Outreach)	2.00	\$ 14,433	\$ 24,055	\$ 7,216	\$ 2,406	\$ -	\$ 48,110
	Evaluation Specialist	1.00	\$ -	\$ -	\$ 21,363	\$ -	\$ -	\$ 21,363
	Data Base Programmer/Analyst	0.50	\$ -	\$ -	\$ -	\$ -	\$ 17,813	\$ 17,813
	Program Coordinator II	1.00	\$ 5,891	\$ 2,356	\$ 4,712	\$ 1,178	\$ 9,425	\$ 23,562
	Student Ambassadors	1.50	\$ 236	\$ -	\$ 236	\$ -	\$ -	\$ 472
	Student Success Specialist	1.00	\$ 10,560	\$ 7,920	\$ 5,279	\$ 2,640	\$ -	\$ 26,399
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>		<b>\$ 73,754</b>	<b>\$ 34,331</b>	<b>\$ 480,460</b>	<b>\$ 74,646</b>	<b>\$ 27,238</b>	<b>\$ 690,429</b>
<b>4000</b>	<b>Supplies &amp; Materials</b>							
	Operational Supplies and Materials		\$ 7,500	\$ 5,000	\$ 7,500	\$ 234	\$ -	\$ 20,234
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>		<b>\$ 7,500</b>	<b>\$ 5,000</b>	<b>\$ 7,500</b>	<b>\$ 234</b>	<b>\$ -</b>	<b>\$ 20,234</b>
<b>5000</b>	<b>Other Operating Expenses and Services</b>							
	Assessment Tools, licenses		\$ -	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000
	Conference & Travel		\$ -	\$ -	\$ 7,000	\$ -	\$ -	\$ 7,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>		<b>\$ -</b>	<b>\$ 30,000</b>	<b>\$ 7,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 37,000</b>
<b>6000</b>	<b>Capital Outlay</b>							
	Equipment (Laptops for Orientation, Hot Spot, Batteries)		\$ 20,000	\$ -	\$ 30,000	\$ -	\$ -	\$ 50,000
	Software (Star Fish, SARS, Degree Works, Other)		\$ -	\$ -	\$ -	\$ 25,000	\$ -	\$ 25,000
	<b>Subtotal</b>		<b>\$ 20,000</b>	<b>\$ -</b>	<b>\$ 30,000</b>	<b>\$ 25,000</b>	<b>\$ -</b>	<b>\$ 75,000</b>
<b>7000</b>	<b>Other Outgo</b>							
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Grand Total</b>			<b>\$ 334,660</b>	<b>\$ 158,105</b>	<b>\$ 2,128,001</b>	<b>\$ 328,171</b>	<b>\$ 97,672</b>	
<b>Total Planned Expenditures cannot exceed the 2015-16 Credit SSSP Allocation</b>								<b>\$ 3,046,609</b>

## 2015-16 Credit Student Success and Support Program Budget Plan

### Part II: Planned Expenditures

#### Other Instructions

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

**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 credit SSSP plan per title 5, section 55510.

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

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

**Expenditures not allowed: (Note: This list is not all inclusive. You must refer to the SSSP Funding Guidelines for current information.)**

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Other Staff Salaries and Benefits (positions that do not support the core services described in the college's approved Credit SSSP Plan.)
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Expenses
9. Indirect Costs (i.e., heat, lights, power or janitorial services)
10. Unrelated Travel Costs
11. Vehicles
12. Clothing
13. Courses that generate FTES
14. Admissions and Records, unless directly related to the delivery of SSSP services
15. Institutional Research, that is not directly related to the provision or evaluation of SSSP services

**2015-16 Credit Student Success and Support Program (SSSP) Budget Plan  
for fiscal reporting period July 1, 2015 - June 30, 2016**

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

Submit the Budget Plan with signature page by email no later than **Friday, October 30, 2015**.

**Email to:** cccssp@cccco.edu  
**and**  
**Mail signature page with original signatures (postmarked by October 30, 2015) 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:  
Mia Keeley - mkeeley@cccco.edu - (916) 323-5953.




**This workbook contains 6 protected spreadsheets in the following order:**

- |                           |                                             |                                    |
|---------------------------|---------------------------------------------|------------------------------------|
| 1 Cover Page              | 3 Part I: Funding                           | 5 Part III: Planned District Match |
| 2 Select District/College | 4 Part II: Planned Credit SSSP Expenditures | 6 Summary                          |

**Basic instructions:**

Show expenditures from your Credit SSSP allocation as well as district contribution in accordance with the [SSSP Program Guidelines](#). In addition, these expenditures must be clearly identified in your program plan. At the bottom of some of the spreadsheets (or the back of the page if printed) are instructions for certain cells. 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, use the password to unlock sheet (budget1516). Be sure to lock the sheet when finished.

-  Yellow colored 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.



<b>Subtotal</b>	\$ 177,309	\$ 343,892	\$ 106,332	\$ 90,145	\$ -	\$ 258,279	\$ -	\$ 1,339,357	<b>\$ 2,315,314</b>
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Classification	Orientation	Assessment	Counseling/ Advising/ Other Ed Planning	Follow-up	Coordination * (see below)	Credit SSSP Research	Credit SSSP Technology	Other Match** (see below)	Total
<b>3000</b>	<b>Employee Benefits: List by Position Title(s)</b>								
Articulation Officer/Transfer Serv. Coord.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 27,229	\$ 27,229
Counselor Full-time	\$ 17,385	\$ -	\$ 295,552	\$ 34,772	\$ -	\$ -	\$ -	\$ -	\$ 347,709
Counselor Full-time (AANAPISI)	\$ 1,568	\$ -	\$ 26,650	\$ 3,135	\$ -	\$ -	\$ -	\$ -	\$ 31,353
Counselor Full-time (Teaching)	\$ -	\$ -	\$ 83,249	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 83,249
Counselor Part-time (Teaching)	\$ -	\$ -	\$ 28,313	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 28,313
Counselor Part-time (Teaching)	\$ -	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000
Dean of Counseling & Student Success	\$ 2,762	\$ -	\$ 20,717	\$ 2,762	\$ -	\$ -	\$ -	\$ 1,381	\$ 27,622
Dean of Enrollment Services	\$ -	\$ 3,472	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 31,250	\$ 34,722
Assoc VP of Student Services	\$ 4,786	\$ 3,191	\$ -	\$ 1,595	\$ 19,143	\$ -	\$ -	\$ 3,190	\$ 31,905
Administrative Assistant (Counseling)	\$ 5,199	\$ -	\$ 38,994	\$ 7,799	\$ -	\$ -	\$ -	\$ -	\$ 51,992
Administrative Assistant (Transfer)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,513	\$ 18,513
Articulation Admin Asst & Specialist	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 56,983	\$ 56,983
Cashiering Services Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 77,264	\$ 77,264
Communications	\$ 40,128	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,128
Enrollment Services Staff	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 330,077	\$ 330,077
Institutional Research	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 88,164	\$ -	\$ -	\$ 88,164
Student Workers (Math Perf Success)	\$ -	\$ -	\$ -	\$ 750	\$ -	\$ -	\$ -	\$ -	\$ 750
Student Workers (Outreach)	\$ 330	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 330
Student Workers (Student Succ & Ret)	\$ -	\$ -	\$ -	\$ 272	\$ -	\$ -	\$ -	\$ -	\$ 272
Testing & Assessment Super, Spec., Techs	\$ -	\$ 127,952	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 127,952
Classified Hrly, Students, OT (Cashiers Office)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 700	\$ 700
Classified Hrly, Students, OT (Counseling)	\$ -	\$ -	\$ 500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500
Classified Hrly, Students, OT (Trnsfr Ctr)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 700	\$ 700
Classified Hrly, Students, OT (Outreach)	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000
Classified Hrly, Students, OT (Admissions)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,500	\$ 3,500
Classified Hrly, Students, OT (Research)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal</b>	\$ 75,158	\$ 134,615	\$ 495,975	\$ 51,085	\$ 19,143	\$ 88,164	\$ -	\$ 550,787	<b>\$ 1,414,927</b>
<b>4000</b>	<b>Supplies &amp; Materials</b>								
Cashiering Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	\$ 3,000
Counseling	\$ -	\$ -	\$ 12,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,000
Testing & Assessment	\$ -	\$ 700	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 700
Articulation & Transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,500	\$ 2,500
Transfer Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ 1,000
Outreach	\$ 17,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 17,500



	Admissions & Records	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,000	\$ 11,000
	Communications	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>	\$ 27,500	\$ 700	\$ 12,000	\$ -	\$ -	\$ -	\$ -	\$ 17,500	\$ 57,700
<b>5000</b>	<b>Other Operating Expenses and Services</b>									
	Cashiering Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ 1,000
	Counseling	\$ -	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000
	Articulation & Transfer	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 500	\$ 500
	Transfer Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,142	\$ 1,142
	Outreach	\$ 5,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000
	Admissions & Records	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ 1,000
	Institutional Research	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,753	\$ -	\$ -	\$ 14,753
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>	\$ 5,000	\$ -	\$ 1,000	\$ -	\$ -	\$ 14,753	\$ -	\$ 3,642	\$ 24,395
<b>6000</b>	<b>Capital Outlay</b>									
	Outreach	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>	\$ 2,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000
<b>7000</b>	<b>Other Outgo</b>									
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	<b>Subtotal</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Grand Total</b>		\$ 394,660	\$ 504,317	\$ 2,538,655	\$ 309,806	\$ 102,589	\$ 361,196	\$ -	\$ 2,134,930	
<b>Total Planned Expenditures must be at least equal to or exceed the Required District Match</b>										<b>\$ 6,346,153</b>

## 2015-16 Credit Student Success and Support Program Budget Plan

### Part III: Planned District Match

#### Other Instructions

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

**\*\* Other Match** - Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research, Institutionally Funded Tutoring and Supplemental Instruction Costs for At-Risk Students. (Note: Be sure these expenditures are not double-counted for the Noncredit SSSP match).

**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 for Credit and Noncredit College/District Match** (Note: This list is not all inclusive. You must refer to the SSSP Funding Guidelines for current information). College/District Match must directly benefit 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 for At-Risk Students
6. SSSP Research (directly related to the evaluation of noncredit SSSP services)
7. SSSP Technology (directly related to providing noncredit SSSP services)
8. Other Match Services: Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research, Institutionally Funded Tutoring and Supplemental Instruction Costs for At-Risk Students
9. Beverages and Food for Credit SSSP Functions

**Expenditures Disallowed for Credit and Noncredit College/District Match** (Note: This list is not all inclusive. You must refer to the SSSP Funding Guidelines for current information). Other than the services listed above, district funds cannot be used as a match to fund expenses not allowed by SSSP funds, such as:

1. Construction
2. Gifts
3. Stipends for Students
4. Office Furniture
5. Other Staff Salaries and Benefits (positions that do not support the core services described in the college's approved Credit SSSP Plan)
6. Political or Professional Dues, Memberships, or Contributions
7. Rental of Off-Campus Space
8. Legal and Audit Expenses
9. Indirect Costs (i.e., heat, lights, power or janitorial services)
10. Unrelated Travel Costs
11. Vehicles
12. Clothing
13. Courses that Generate FTES

<b>2015-16</b>
Foothill-DeAnza CCD
De Anza College
<b>Credit</b>

**Summary**

**Part I: Funding**

**2015-16 Credit SSSP Allocation** \$ **2,810,285**

**Total 2015-16 Planned Expenditures in Credit SSSP**

Part II: Planned Credit SSSP Expenditures \$ **3,046,609**

Part III: Planned District Match \$ **6,346,153**

1:1.3 Calculated required district match for Credit: \$ 3,960,592

**Total Planned Expenditures in Credit SSSP** \$ **9,392,762**

**Balance of 2015-16 Credit SSSP Allocation** \$ **(236,324)**

The required District Match was met:  **Yes**

**Certification**

The undersigned certify that the the 2015-16 Credit SSSP allocation will be expended in accordance with the provisions outlined in title 5, sections 51020-25, in accordance with the objectives and activities identified in the college's 2015-16 Credit Student Success and Support Program Plan per title 5, section 55510 and the SSSP Funding Guidelines.

	<b>Email address</b>	<b>Phone Number</b>	<b>Date</b>
College Credit SSSP Director/Coordinator (Typed name and signature)			
	<b>Email address</b>	<b>Phone Number</b>	<b>Date</b>
Credit SSSP Supervising Administrator or CSSO (Typed name and signature)			
	<b>Email address</b>	<b>Phone Number</b>	<b>Date</b>
College/District Business Manager (Typed name and signature)			
	<b>Email address</b>	<b>Phone Number</b>	<b>Date</b>
Superintendent/President (Typed name and signature)			