| TracDat Description (50 character max) | Part 1 | Program Information | |
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| | Program Review | Program review for 2018-19 | If you are entering for a previous year complete in word document and submit to Vice President of Student Services. |
| | 1a) Program Name | Office of Outreach & Relations with Schools | Enter the name of the program being reviewed |
| | 1b) Name(s) of the author(s) of this report: | Erick Aragon | Enter the name or names of those who authored this APRU |
| SS 1c) Number of students served annually & trend increasing, even, decreasing | 1c) How many students are served by this program annually and is this number trending up, even, or down? | School Student Conferences= 1, 253 (trending down)<br><br>High School Workshops (Application, Assessment,<br><br>Orientation and Ed Plan)= 2,200 (trending up) Open House = 1,100 (trending down)<br><br>Orientation/Ed Plan/Follow-up/Counseling Services Total for the year= 3,495 (trending up)<br><br>Outreach events= 287 (trending up) Through our general outreach events of over 200, including college fairs, info tables, presentations, open house, campus tours, etc. we reach roughly around 30,000 students annually, and directly serve over 5,000 students. | Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served? |
| | 1d) Who are the typical students served by this program? | The Office of Outreach and Relations to Schools serves all High School students transitioning to college through our workshops at the high schools as well as through our on-campus services such as campus tours and access to | Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)? |

| | | our counselors and academic advisors prior and post to application.<br><br>In addition, we have targeted outreach efforts that are specifically designed to increase access and success for historically underrepresented student populations (African American, Latinx, Pacific Islander and Filipinx students) through annual student conferences, workshops, Men of Color Community, Cash-for-College campaigns, and other on-site services to students and parents at the local high schools.<br><br>We also serve all first year college students, targeting students not connected to any learning communities or special programs including, athletics, Umoja, MPS, DSPS, CalWorks, EOP&S, Foster Youth, Veterans, Men of Color, and Impact AAPI, but serving all students.<br><br>The Men of Color Community serves all male students of color targeting students not in special programs.<br><br>The De Anza College Promise pilot program provided wrap around services and support for first year students and covered their tuition and fees for their first year.<br><br>Focusing on target populations, our career counselor provides career counselor services to the general population as well. With our focus | |

| | | on transitioning high school students, first-year students, and men of color, we are accessible to and serve the general student population.<br><br>The Campus Food Pantry serves students facing food insecurities. | |
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| | **Part 2** | **MISSION and Accreditation Standard II.B.1** | |
| | 2a) What is the program Mission Statement? | The Office of Outreach and Relations with Schools advances college access and success through strategic engagement with high schools and communities in the region to recruit and attract students from diverse backgrounds to De Anza College, with emphasis on historically underserved and underrepresented communities, assisting prospective students in their transition from high school to college, and working with new students during their first year in college on student engagement, retention and success. | Cut/paste or type in the program's most current Mission Statement. |
| SS 2b) In what ways and to what extent does program assure the quality of its services to students? | 2b) In what ways and to what extent does the program assure the quality of its services to students? | The Outreach staff conducts student surveys to obtain feedback from new and current students about the services and events offered by the department. Counseling evaluations are conducted bi-annually with students that had received counseling/advising services. | Please address part 1 of Accreditation Standard II.B.1-The institution assures the quality of student support services. |
| SS 2c) In what ways and to what extent does program support College Mission statement? | 2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission? | The Office of Outreach and Relations with Schools advances the overall mission of the college by reaching out to students of all backgrounds and attracting a | Please address part 2 of Accreditation Standard II.B.1-The institution ...demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. The college Mission Statement can be found at: http://deanza.edu/about/mission.html |

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| | | diverse student population to the college. Outreach works with incoming high school student transitioning to college using a high touch and comprehensive service model assuring incoming students are knowledgeable about services and successfully complete all matriculation steps.<br><br>The Men of Color (MC2) program assists male students of color in persisting and progressing towards their academic goal through strength based skills development, mentoring, book vouchers, exposure to 4 year institutions of higher learning, opportunities for training and development in civic engagement and leadership.<br><br>Career counseling works with students to assist with the development of their academic and career goals, building resume and interview skills, participating in career fairs and connecting with local employers, and building their financial literacy.<br><br>The Food Pantry supports student's physical wellness. The<br><br>De Anza College Promise provides financial and academic support to first-time college students. The intention of the promise initiative is to assist all first-time college students and provide access to counseling, career development, and support services. | |

| | | Part 3 | Accreditation Standard II.B.3 | |
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| | 3a) In what ways and to what extent does the program assure equitable access for all students? | As a result of the SSSP mandates, we have maintained increased outreach services to provide the required pre-enrollment core services of orientation, assessment, and abbreviated education plans on site in high schools. In 2019-19 we delivered pre-enrollment services in 44 high schools offering: - Application services to 1,076 students  -Orientation/Ed Plan to 711 students | Accreditation Standard II.B.3.a-The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples. | |
| SS 3b) State ways and extent that program encourages personal and civic responsibility. | 3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility? | The Men of Color Community (MC2) is tasked with addressing the low retention, graduation and transfer rates of African American, Latino, Pacific Islander, and Filipino men of color. To achieve this goal, MC2 offers academic advising, counseling, transfer assistance, peer mentoring, tutoring, college exploration (university field trips), workshops, volunteer opportunities, scholarship/ financial aid support and a safe space for students of color. In addition to encouraging personal and civic responsibility with its work with its over 500 program participants, MC2 has increased its efforts to engage the campus by doing several presentations in classrooms and in departments like Language Arts. MC2 has also been asked to present for other programs like EOPS, DSS and VETS. Additional MC2 presented to faculty and staff organizations, Academic Senate and DARE task force. The MC2 | Accreditation Standard II.B.3.b-The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students. | |

| | | team has been reaching out to youth in non-traditional spaces. For instance, MC2 is continuing to do intensive outreach to alternative education, and incarcerated youth at facilities like Elmwood and Santa Clara County Juvenile Hall. MC2 is also working with the Record Clearance Project and Clean Slate. All of these outreach activities were aimed at deepening MC2's relationships with organizations on campus and the greater community to promote civic engagement and personal responsibility in serving their communities. | |
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| SS 3c) State ways & extent program designs, maintains and evaluates counseling &/or academic advising | 3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs | The Office of Outreach has 1 counselor/director, 1 full-time counselor, a full-time academic adviser, a full-time career counselor, and 7 part-time counselors. The office provides academic counseling to all first-time college students, incoming high school students from the local regions, students seeking career counseling, and the general student population. In order to receive and maintain priority enrollment, students are required to complete an abbreviated and then a comprehensive ed plan, both services that are provided by the counselors and academic adviser.<br><br>The 2018-19 6,118 comprehensive ed plans were created for first-time enrolled students through the office of outreach. Students who received a comprehensive education plan also received follow-up including | Accreditation Standard II.B.3.c-The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review) |

| | | an email, a phone call from a student peer adviser, and an invitation to schedule an appointment or drop in for academic advising/counseling services in the outreach office. | |
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| SS 3d) State ways & extent program support/enhances student understanding & appreciation of diversity | 3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity? | The staff and student employees at the office of outreach are representative of the diverse student population we serve. We take an individualized approach to services, meeting the diverse needs of students. Students feel welcomed and comfortable coming to the outreach office for counseling services, to use the computers made available for student, to use the food pantry, or just to have a place to do homework or visit with staff between classes.<br><br>The Men of Color (MC2) program is actively engaged in outreach efforts to our male students of color in order to bring them into a space they can feel respected and encouraged to seek resources from the office and our male counselors of color. Currently, MC2 has 101 students in their cohort. | Accreditation Standard II.B.3.d-The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity. |
| SS 3e) State ways & extent program regularly evaluates admissions & placement practices | 3e) In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases? | The Office of Outreach provides services to prospective and current students including all matriculation services; application, assessment, and orientation. | Accreditation Standard II.B.3.e-The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.(Answer only if applicable to the program under review) |
| SS 3f) State ways & extent program maintain student records securely & confidentially? | 3f) In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files? | The Outreach staff and counselors maintain student information and files on the online SARS system. Security protection of electronic data is conducted by using secure passwords to gain access to student records.<br><br>Systems used by our staff and counselors, including SARS, Banner, Student Dashboard, and Degree Works are district wide systems that are secured and maintained through our Educational Technology Services (ETS). | Accreditation Standard II.B.3.f-The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records. |

| | PART 4 | Staffing | |
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| SS 4a) Have there been any significant staffing changes since the last APRU? | 4a) Have there been any significant staffing changes since the last APRU? | Yes. The Office of Outreach and Relations with Schools added to more part-time counselors to support the De Anza College Promise. Previous SSSP provided funding for the hiring of new faculty and staff, and additional resources to support delivery of core services. Staff funded with SSSP funds include:<br>·    Faculty Director 1<br>·    Counselor: Full-time 1, Part-time 7<br>·    Academic Advisor 1<br>·    Administrative Assistant 1<br>·    Program Coordinator 1<br>·    Peer Advisors 4<br>In addition, Student Equity funds have allowed us to hire staff and support some operations. Staff funded with Student Equity funds:<br>·    Career Counselor 1<br>·    Peer Mentors 4 | Please explain any significant changes in Classified, Faculty, and Administration positions that have occurred over the past year. |
| | 4b) Are there any significant staffing changes that will be needed? | With the role of Outreach expanding and the institutional priority for core services and implementation of new student retention services. There may be potential to increase departmental staff to meet on-going needs.<br><br>- 3 Full-time Counselors<br>- 1 Outreach Assistant<br>- 1 Student Success Specialist | Please identify any anticipated changes in Classified, Faculty, and Administration positions that could occur over the next year. (Explain why these changes may be needed, i.e. new directions, retirements, policy issues, etc.). |
| | PART 5 | Facilities | |
| | 5a) Have there been any significant facility changes since the last APRU? | no | Please explain any significant changes in program facilities that have occurred over the past year. |
| | 5b) Are there any significant facility changes that will be needed? | Yes. With expanded role of Outreach in providing core services both in high schools as well as on campus for new students, additional space is needed for five part-time counselors that are providing core services (orientation, ed plan, counseling/advising, and follow up services). The part-time counselors also support student retention and success efforts for students who are not connected to any cohort program or learning communities. We have SSSP funding to pay for the counselors but they need office space to effectively serve students. They are currently in a shared open space, which limits their | Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed). |

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| | | ability to provide individualized counseling and advising.<br><br>The growth of the Campus Food Pantry will also require additional space.<br><br>Need a wheelchair accessible, standing height, and visually accessible front desk for administrative assistant. The ability to do the job effectively is hindered because of the front desk layout. | |
| | **PART 6** | **Equipment** | |
| | 6a) Have there been any significant equipment changes since the last APRU? | no. | Please explain any significant changes in program equipment that have occurred over the past year. (Instructional and non-instructional) |
| | 6b) Are there any significant equipment changes that will be needed over the next year? | - Several computers will need a refresh<br>- A new copier will be needed to replace the current old copier in order to support the high volume of work in the office.<br>- The student tables will need to be adjusted to allow additional seating capacity.<br>- The reception cubicle and desk will need to be adjusted to improve accessibility. | Please identify any anticipated program equipment needs that could occur over the next year. (Explain why these changes may be needed. Include both instructional and non-instructional needs) |
| | **PART 7** | **Operational Costs** | |
| | 7a) Have there been any significant operational cost changes since the last APRU? | No | Please explain any significant changes in program operational funding that have occurred over the past year. |
| SS 7b) Will any significant operational cost changes be needed over the next year? | 7B) Are there any significant operational cost changes that will be needed over the next year? | No | Please identify any anticipated changes to operational cost needs that could occur over the next year. (Explain why these changes may be needed.) |
| | **PART 8** | **Organizational Alignment** | |
| SS 8a) Have there been any significant organizational alignment changes since the last APRU? | 8a) Have there been any significant organizational alignment changes since the last APRU? | In the beginning of Sept 2018, Erick Aragon was promoted to Faculty Director to oversee the operations of the Dept of Outreach and Relations with School. | Please explain any significant organizational alignment changes that have occurred over the past year. |
| | 8b) Are there any significant organizational alignment changes that will be needed over the next year? | no | Please identify any anticipated changes to organizational alignments that could occur over the next year. (Explain why these changes may be needed.) |

| | PART 9 | Regulations/Laws/Policies | |
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| SS 9a) Have there been any significant changes in regulations/laws/policies since the last APRU? | 9a) Have there been any significant changes in regulations/laws/policies since the last APRU? | Yes. In 2018, SSSP, Student Equity, and BSI were merged together on a statewide level. The integrated SSSP/SE/BSI model promotes planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and Title 5 regulations; these requirements are built into the integrated plan to ensure compliance with applicable law and regulations.<br><br>The statewide Student Equity Initiative also provided more resources for Outreach to expand services that would help close the equity gap in college access. Among our targeted groups of Latinx, African American, and Filipinx students, the college data shows disproportionate impact among Latinos, who are underrepresented in college enrollment in proportion to the population.<br><br>AB 19 was enacted in 2018. This bill provided funding to support first-year, first time to college students. | Please explain any significant changes in regulations/laws/policies that have occurred over the past year. (Federal, State, Local, District, college, etc. |
| SS 9b) State significant changes in regulations/laws/policies affecting program over next year. | 9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next year? | Outreach has been directly involved in providing the pre-enrollment services: orientation, assessment, and development of education plans in high schools. The number of high schools participating in the | Please identify any anticipated changes in regulations/laws/policies that could affect the program over the next year. (Federal, State, Local, District, college, etc.) |

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| | | delivery of these services on site continues to grow. While we do not anticipate any changes in the next five years, changes to existing regulations or new legislation may have an impact on our outreach and work with high schools.<br><br>With the implementation of AB 19, Outreach has been tasked with creating and implementing the De Anza College Promise. The De Anza college promise will support all full-time, first-time to college students. Outreach will provide wrap-around services, which includes counseling support. | |
| | **PART 10** | **Professional Development** | |
| SS 10a) State any significant professional development activities for the program since last CPR. | 10a) Have there been any significant professional development activities for the program (or others) since the last APRU? | Each year, outreach staff participates in in numerous professional development activities including, but not limited to Foothill-De Anza staff development activities, Cal-Soap Collaborative, National Conference on Race and Ethnicity (NCORE), Black, Brown, & College Bound (BBCB), African American Male Education Network & Development (A2MEND), On-Course Training, California Collaborative Advising & Counseling Conference, Cash for College Campaign Scholarship, California Dream Act Training, California Career Development Association, Veteran Student Awareness Training: PTSD/TBI/Mental | Please explain any significant professional development activities that have occurred over the past year. Include the nature, reason, significance, and outcomes of the activities. |

| | | Illness  and Veteran Resources, Silicon Valley Career Pathways, and Asian Pacific Americans In Higher Education (APAHE) Conference. | |
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| SS 10b) State any significant professional development needs for the program for the next year. | 10b) Are there any significant professional development needs for the program (or others) over the next year? | Program staff: technical updates (i.e. database management, spreadsheets, scheduling).<br>Counselors and advisers can benefit from continued/updated training in the following areas:<br><br>Mental Health<br>1. Threat Assessment Training (protocols to determine if someone poses a threat to self or others)<br>2. FERPA Training (Confidentiality laws and regulations)<br>3. ADA Training (Federal laws and policies on the American with Disabilities Act)<br>4. Alcohol and other drugs training.<br><br>Diversity<br>5. A2Mend<br>6. UMOJA<br>7. HSI Summit<br>8. Asian Pacific Americans in Higher Education (APAHE)<br>9. National Conference on Race and Ethnicity (NCORE)<br><br>Career<br>10. California Career Development Association Conference.<br><br>Transfer<br>11. CSU Counselor Conference | Please identify any anticipated professional development needs for the program over the next year. Include the anticipated nature, reason, significance, and outcomes of the activities. |

| | | 12. Ensuring Transfer: UC Conference | |
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| | **PART 11** | **Curriculum, Student Success, and Equity** | |
| SS 11a) Have there been any significant curriculum since the last APRU? | 11a) Have there been any significant curriculum since the last APRU? | n/a | Please explain any significant curriculum changes that have occurred over the past year. |
| SS 11b) State any significant curriculum issues that will affect the program over the next year. | 11b) Are there any significant curriculum issues in that will affect the program over the next year? | n/a | Please identify any anticipated curriculum issues in that could affect the program over the next year. |
| SS 11c) State the aggregate student success rate in the instructional portions of the program? | 11c) What is the aggregate student success rate in the instructional portions of the program? | n/a | In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf. If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level? |
| SS 11d) State gap of student success rates with targeted groups. | 11d) What are the student success rates between groupings of students? Is there a success rate gap that exceeds 5% between any of these groupings? | Not Applicable - Refer to Institutional Research data on success rates. | The college equity goal is to have no more that a 5% student success gap between any groupings of students. Please explain any gaps exceeding 5% and what plans are in place, or are being made, to address closing this gap |
| | **PART 12** | **Other** | |
| SS 12a) Have there been any other significant program changes since the last APRU? | 12a) Have there been any other significant program changes since the last APRU? | With the state funding for AB 19, the Office of Outreach began the De Anza College Promise. This new program uses AB 19 funding to cover the tuition of first-time college students. | Please explain any other significant program changes that have occurred over the past year. |
| | 12b) Are there any other significant issues that will affect the program over the next year? | Yes. With the increase of funding with AB19, there will be additional counseling resources to serve the AB 19 population | Please identify any other anticipated issues that could affect the program over the next year. |
| | **PART 13** | **Student Services Learning Outcomes and Accreditation Standard II.B.4** | |
| | 13a) What are the current/active program outcome statements? | SSLO #1 Application Workshop: Prospects will demonstrate the ability to complete the online college application. | Please list all of the Student Services Learning Outcomes (SSLO) statements for the program. (Cut/paste from TracDat, APRU or other documents.) |

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| | | SSLO #2 Classroom Presentation: Students will demonstrate knowledge about the enrollment process: eligibility, application, orientation, placement tests, and registering for classes.<br><br>SSLO #3 Classroom Presentation: Students will demonstrate knowledge about college programs and services.<br><br>SSLO #4 Classroom Presentation: Students will demonstrate knowledge about how to apply for financial aid<br><br>SSLO #5 Campus Tour: Visitors will demonstrate knowledge about college programs and services.<br><br>SSLO #6 Campus Tour: Visitors will demonstrate knowledge about the enrollment process<br><br>SSLO #7 Campus Tour: Visitors will demonstrate overall increased awareness about the college | |
| | 13b) How many SSLO/SLO statements have been assessed since the last APRU? | SSLO #1 Application Workshop: Prospects will demonstrate the ability to complete the online college application.<br><br>SSLO #2 Classroom Presentation: Students will demonstrate knowledge about the enrollment process: eligibility, application, | Please identify the SSLO statements that have been assessed over the past year. (Cut/paste from TracDat, APRU or other documents.) |

| | | orientation, placement tests, and registering for classes.<br><br>SSLO #3 Classroom Presentation: Students will demonstrate knowledge about college programs and services.<br><br>SSLO #4 Classroom Presentation: Students will demonstrate knowledge about how to apply for financial aid<br><br>SSLO #5 Campus Tour: Visitors will demonstrate knowledge about college programs and services.<br><br>SSLO #6 Campus Tour: Visitors will demonstrate knowledge about the enrollment process<br><br>SSLO #7 Campus Tour: Visitors will demonstrate overall increased awareness about the college | |
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| | 13c) Summarize the outcomes assessment findings and resulting program enhancements made since the last APRU. | SSLO #1 Application Workshop: Prospects will demonstrate the ability to complete the online college application<br><br>2009-2010: 130 students were surveyed at 5 high schools. The percent of correct responses in the pre-survey were 60% and in the post survey 92% for an increase of 32%.<br><br>2010-2011: 66 students were surveyed at 3 schools. The percent of correct responses in | Please summarize the outcomes assessment findings and resulting program enhancements made over the past year. (Cut/paste from TracDat, APRU or other documents.) |

the pre-survey were 62% and in the post-survey 94% for an increase of 32%.

2012-2013: 50 students were surveyed at 3 high schools. The percent of correct responses in the pre-survey were 57.5% and in the post-survey 80.5% for an increase of 23%.

SSLO #2, #3, #4
Classroom Presentation: Students will demonstrate knowledge about the enrollment process: eligibility, application, orientation, placement tests, and registering for classes. Students will demonstrate knowledge about college programs and services Students will demonstrate knowledge about how to apply for financial aid

2009-2010: 46 students were surveyed at 3 high schools. The percent of correct responses in the pre-survey were 65.2% and in the post-survey 96.5% for an increase of 31.3%.

2010-2011: 47 students were surveyed at 2 high schools. The percent of correct responses in the pre-survey were 64% and in the post-survey 91% for an increase of 27%.

2011-2012: 192 students were surveyed at 4 high schools. The

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| | | percent of correct responses in the pre-survey was 76.1% and in the post-survey 91.7% for an increase of 15.6%.<br><br>2018-19: 100 students were surveyed at 3 high schools. The percent of correct responses in the pre-survey was 77% and in the post survey 81.8% for an increase of 4.8%.<br><br><br>SSLO #5, #6, #7<br>Campus Tour: Visitors will demonstrate knowledge about college programs and services. Visitors will demonstrate knowledge about the enrollment process. Visitors will demonstrate overall increased awareness about the college<br><br>2009-2010: 46  prospective students were surveyed. The percent of correct responses in the pre-survey were 70.9% and in the post-survey 96.1% That is an increase of 25.2%.<br><br>2010-2011:  In total, 17 prospective students were surveyed. The percent of correct responses in the pre-survey were 66% and in the post-survey 93% That is an increase of 27%.<br><br>2011-2012:  In total, 4 prospective students were surveyed. The percent of correct responses in the pre-survey were 93.3% and in the | |

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| | | post-survey 95% That is an increase of 1.7%.<br><br>2012-2013:  In total, 50 prospective students were surveyed. The percent of correct responses in the pre-survey were 46.8% and in the post-survey 68% That is an increase of 21.2%.<br><br>2016-2017: In total, 39 prospective students were surveyed. The percent of correct responses in the pre-survey were 75.9% and in the post-survey 94.4% That is an increase of 18.5%. | |
| | 13d) What are the program outcome assessment plans for the next year? | We will create new SSLOs to assess the expanded role of Outreach services as it relates to SSSP core services and Student Equity initiatives. | Please indicate which SSLO/SLO statements will be assessed over the next year and when. (Include any plans to create new outcome statements.) |
| | Part 14 | APRU Summary | |
| | 14) Where has the program come from since last year, where is it now, and where does it anticipate or need to go over the next year? | SInce 2008-9 the Office of Outreach and Relations with Schools has grown in staff (from 2 to 13 staff), targeted services (from matriculation to retention and graduation services), and connections/relationships with schools (70 high schools and community agencies).<br><br>The Office of Outreach and Relations with Schools has been directly involved in the implementation of SEA; training new students in navigating DegreeWorks and MyPortal | Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last APRU? 2) Where the program is now, and 3) Where the program anticipates or needs to go over the next year. |

| | | and coordinating assessment, orientation, and educational planning services at area high schools for new incoming students.<br><br>In 2018 Outreach piloted that De Anza College Promise Program. in 2019-20 additional AB 19 funding will support the De Anza College program and all first-year students.<br><br>In the next five years we hope to maintain steady in area outreach efforts and supporting institutional enrollment targets.<br><br>What we will need to accomplish this is to maintain/grow staff, and find additional space to accommodate our part-time counselors and potentially additional staff. | |
| | **Part 15** | **Divisional Perspective** | Applicable to Divisions that have multiple programs that are writing CPRs |
| | 15a) Name of the Division and the names of the programs. | n/a | Write the name of the division and the names of the programs that are submitting APRUs |
| | 15b) Who wrote the Divisional Perspective? | n/a | Enter the name or names of those who authored this Divisional Perspective. |
| | 15c) Summarize the APRU written by the programs of the Division. | n/a | Please summarize all the APRUs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan. |