



De Anza College

Basic Skills Initiative, Student Equity, and Student Success and Support Program

Integrated Plan 2017-19



Submitted to the Board of Trustees
Jan. 16, 2018



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **Jan. 31, 2018**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated 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. In coming years, the Chancellor's Office intends to pursue changes in Education Code and Title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by Jan. 31, 2018. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.



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Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



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Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college’s previous program efforts:

In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
SSSP	
<i>Coordinate the SSSP plan and services with the student equity plan and other district/campus plans</i>	<ul style="list-style-type: none"> - Delivery of SSSP core services are coordinated with other categorical programs including EOPS, DSPS, CalWORKS, BSI and our cohort programs and learning communities: FYE, Puente, MPS, Umoja, Men of Color, etc. - The college formed a joint SSSP-Equity Advisory Committee to guide the work of both initiatives, with representation from leaders in the Academic Senate, DASB, EAC, DARE Task Force, IPBT, SSPBT, Finance and College Operations Planning and Budget Team, and College Council.
<i>Build partnerships among colleges and high school districts, workforce agencies, and other community partners that assist with providing core services to new students</i>	<ul style="list-style-type: none"> - We maintain strong collaboration with high schools and school districts in Santa Clara County and the surrounding region through our successful delivery of core services on-site in the high schools, our annual High School Partners Conference in the fall and our four High School Student Conferences in the winter and spring. - De Anza's OTI program also maintains partnerships with two local workforce agencies, NOVA and Work2Future. WIOA clients referred by these agencies need priority registration and participate in SSSP core services.
<i>Develop steps to improve our Orientation process</i>	<ul style="list-style-type: none"> - Online Orientation was developed and launched in fall 2015 to support online students and provide options for all students to meet priority enrollment requirements, and to ensure academic success. - The online orientation was moved to Canvas and will be available through our single sign-on system. - Our categorical programs (i.e. EOPS/Care, DSPS and CalWORKS) have incorporated the new SSSP mandates into their intake process and require students to complete the New Student Orientation as part of participation in their respective programs.



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<p><i>Increase efforts to provide orientation services to a greater percentage of target populations</i></p>	<ul style="list-style-type: none"> - Weekly program evaluation is being used to determine whether all new, first-time high school graduates and new, first-time transfer students are being served. - To increase participation in orientation by African American and Latino/a students, newly hired counselors developed strategies to better engage these populations, including our Men of Color Community and mentorship program. - Student advisors were brought on to follow up by phone with all new students who have not completed orientation, providing information and support to assist them in completing orientation. - A focused marketing campaign was created to increase communication with students about core services prior to registration.
<p><i>Develop and implement strategies to improve our assessment process</i></p>	<ul style="list-style-type: none"> - College and district assessment committees have been working on a new retest policy for math and English placement - For new incoming freshmen, the college is piloting multiple measures for math placement in high schools.
<p><i>Increase participation of incoming high school students in assessment</i></p>	<ul style="list-style-type: none"> - The college is working in collaboration with high school partners and increasing the number of high schools that participate in on-site assessment. The number of high schools increased by 10, from 26 schools in 2014-15 to 36 in 2015-16. - The Assessment website was enhanced to provide students with relevant information, emphasize the importance of preparation and help students understand the significance of assessment.
<p><i>Increase the number of students completing orientation</i></p>	<p>The number of students completing orientation has increased from 2,792 in 2014-15 to 5,920 in 2015-16. (Activities and numbers from 2015-16).</p>
<p><i>Reduce unmet need and ensure student participation in counseling services</i></p>	<ul style="list-style-type: none"> - The college is offering multiple delivery modes and activities for counseling services including appointment, drop-in and quick questions. - Counseling, advising and education planning services are marketed to prospective new students earlier in the winter, before high school graduation, more often with ongoing delivery of services through summer and continuously after enrollment. - Student Ambassadors and Student Advisers were hired to train students in using DegreeWorks to help develop their education plans. - The college increased promotion of priority enrollment.
<p><i>Increase the number of students completing abbreviated ed plans</i></p>	<ul style="list-style-type: none"> - The college provides assistance in completing abbreviated ed plans in several ways: on-site at high schools during counselor-led orientation sessions, at De Anza's Annual Open House, during in-person orientation sessions at the college, and by appointment with De Anza's Outreach counselors. - The number of students who completed an abbreviated ed plan has increased from 4,058 in 2014-15 to 7,838 in 2016-16, with 443 of those abbreviated ed plans being completed at the high schools.



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<p><i>Increase completion of comprehensive ed plans</i></p>	<p>- The college facilitated comprehensive ed plan campaigns in winter 2016, including two drop-in sessions, resulting in creation of 263 new comprehensive ed plans.</p> <p>- Ed plan campaigns facilitated in spring 2016 resulted in 5,633 new comprehensive ed plans completed.</p>
<p>Student Equity</p>	
<p><i>The overarching goal of our Student Equity Plan is to increase success rates among the student groups identified in our college research as experiencing a disproportionate impact.</i></p>	<p>The college has made steady progress in closing the achievement gaps for disproportionately impacted students, with the greatest success found in cohort programs. Counseling, coordinated program activities, tutoring, mentors and dedicated faculty, along with intentionalized curriculum, are components of our varied cohort (learning community) program offerings. Student engagement in cohort programs also lends to continued campus involvement and connection, resulting in retention and successful completion.</p> <p>In order to bolster services and support for increasing success rates and reducing identified gaps, the following activities and positions were created or fiscally supported: Men of Color Community, Learning in Communities (LinC) program, High Impact Practice Seminars, Foster Youth support, Veterans Resource Center and counselor, Equity Core Teams, UMOJA community and counselor, activities for Puente and First Year Experience communities, Student Success and Retention director, STEM director, Equity Program coordinator, and research analyst.</p>
<p><i>Access-Enrollment: We will target Outreach events to special student groups, particularly disabled students, coming to De Anza. Our goal is to reduce their gap (currently -5.1) to -2.5 by 2020.</i></p>	<p>The four High School Outreach Conferences, counselor outreach calls to students, and in-person consultations – in addition to Summer Bridge and other pre-term activities and events – primarily serve students from disproportionately impacted groups. The Outreach Office also sponsors a meeting with high school counselors each fall to showcase programs, assist with enrollment questions and provide enrollment information. DSPS hired additional counselors to serve students, implemented tools for setting up and monitoring accommodations and acknowledged student achievements and progress in an end-of-year event. We have seen significant improvement in transfer rates and are on track to close the achievement gap for disabled students by 2020.</p>
<p><i>Course Completion: We want to reduce the course completion gaps of disproportionately impacted student groups by 1-2 percentage points by 2020.</i></p> <ul style="list-style-type: none"> • African American: reduce gap from -14.7 to -12.7, or an additional 43 completions • Foster youth: reduce gap from -14.1 to -12.1, or an additional seven completions • Latina/o: reduce gap from -9.3 to -8.3, or an additional 157 completions • Low-income: reduce gap from - 	<p>Data show gradual progress toward closing the gap for both Latino/a students (-7.7 for fall 2015) and low-income students (-5.1 for fall 2015). Course completion for African American students remains virtually the same and the gap for foster youth has increased (-18.7 for fall 2015).</p>



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<p>7.3 to -6.3, or an additional 91 completions</p>	
<p><i>Two-Term Academic Probation: We want to reduce the two-term academic probation gaps of disproportionately impacted student groups by 1-2 percentage points by 2020.</i></p> <ul style="list-style-type: none"> • African American: reduce gap from -8.6 to -6.6, or 21 fewer students • Foster youth: reduce gap from -6.8 to -4.8, or 3 fewer students • Latina/o: reduce gap from -6.6 to -5.6, or 60 fewer students • Low-income: reduce gap from -2.9 to -1.9, or 44 fewer students 	<p>Comparison data from fall 2015 show that in terms of two-term academic probation, gaps for African American students and foster youth are closing (-5.5 and -5.0, respectively). Gaps for Latino/a and low-income students remain statistically unchanged.</p>
<p><i>ESL Completion: We want more African American, Latina/o, and 25- to 34-year-old students to complete ESL. By 2020, we want to achieve five additional completions to close the achievement gap for African American students; seven additional completions to reduce the gap from -22.3 to -11.2 for Latina/o students; and 10 additional completions to lower the gap from -15.1 to -10.1 for students age 25 to 34.</i></p>	<p>The ESL completion gap for African American students has significantly improved and no gap is indicated as of fall 2015. For Latino/a students, the gap has decreased to -19.0 and for 25- to 34-year-olds, the gap has dropped to -12.7, based on fall 2015 data.</p>
<p><i>Basic Skills English Completion: We want to achieve additional completions, as indicated in parenthesis, from the following student groups by 2020: Latina/o (13), age 25 to 34 (9), low-income (eight), foster youth (eight), African American (seven) and disabled (seven).</i></p>	<p>Data from fall 2015 indicates a narrowing of the gap for low-income students, Disabled students and those aged 25-34. Foster youth data show no gap exists. For African American students, the gap has increased within the timeline of one year. All remaining disproportionately impacted groups remain unchanged or the change is minimal in terms of percentage difference.</p>
<p><i>Basic Skills Math Completion: We want to achieve additional completions, indicated in parenthesis, from the following student groups by 2020: Latina/o (18), age 25 to 34 (nine), African American (seven) and foster youth (eight).</i></p>	<p>Data from fall 2015 show no gap for foster youth. For African American students, the college needs to achieve the same number of completions as listed to narrow the gap by 50 percent. For Latina/o students, the college needs to achieve the number of completions identified to reduce the gap by 33 percent. For 25- to 34-year-olds, the college is four completions from eliminating the gap, according to fall 2015 data.</p>
<p><i>Degree Completion: We expect to reduce our degree completion gaps by 33 percent, or 18 additional completions, for male</i></p>	<p>Fall 2015 data show the gap is closing for students who are identified as disabled and those who are 25 to 34 years old (three and two completions, respectively). For male students, the gap has widened, requiring more completions to meet the goal of reducing the gap by 33 percent by 2020.</p>



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<p><i>students and by 100 percent (no gap) for disabled students and 25- to 34-year-olds (nine and three additional completions, respectively).</i></p>	
<p><i>Transfer: We expect to reduce our transfer completion gaps by 33 percent for 18- to 34-year olds, Latina/o, Filipino, low-income and disabled students (39, 38, 9, 35, and 11 additional transfers, respectively), and by 100 percent (no gap) for African American, foster youth and veterans (seven, eight and four additional transfers, respectively).</i></p>	<p>Fall 2015 data regarding 18- to 34-year-olds, Filipino, low-income and disabled students all show progress toward closing the completion gap, approaching the 33 percent goal.</p> <p>For Latina/o students, data show no change as of fall 2015 in reducing the transfer gap. For foster youth and veterans, no gap is indicated. African American students show a widening gap regarding transfer and data will be reviewed to determine if a gap now exists for this cohort.</p>
<p>BSI</p>	
<p><i>We will increase by at least 50 the number of faculty and staff participating in the comprehensive professional development opportunities directed at improving curriculum, pedagogy and student services.</i></p>	<p>We have expanded outreach to include new faculty and staff in professional development opportunities such as the RP Strengthening Student Success conference, NCORE Pathways conference, BSI Summit, and Institutional Research workshops. The amount allocated for this category was \$100,000. The amount spent on professional development from June 2015 to June 2016 was \$70,430. Due to a reduced BSI allocation, the college was conservative in spending, in order to focus on academic support services like tutoring.</p>
<p><i>The college will sustain efforts in and increase access to individual, group, online and class-assigned class tutoring. Students participating in these academic support activities will succeed in Basic Skills math, reading, English, and ESL courses at rates at least 7 percent higher than students who do not. Additionally, the number of students who access these services will increase by at least 10 percentage points. The college will support and expand tutoring efforts, including online 24/7 tutoring and mentoring, with an emphasis on recruiting tutors from our targeted populations, and increase integration of tutors into classroom instruction.</i></p>	<p>Given the initial reduced allocation, the college focused BSI funding on the Student Success Centers (tutoring) primarily serving students in developmental courses.</p> <p>Unduplicated headcount for 2014-15 based on SARS data shows approximately 9,500 students accessed tutoring in one or more of the centers. The use of online tutoring has increased likely due to visibility, marketing and integration in Canvas.</p> <p>Based on tutor training (LRNA) courses, in 2013-14, 7.4 percent of tutors were from targeted groups. In 2014-15, 8.1 percent were from targeted groups. This could be higher, since 9 percent of tutors identified themselves as having two or more ethnicities. We have steadily increased the percentage of Latino/a student tutors, from 6 percent in 2013-14 to 9 percent in 2014-15. This rate now more closely resembles the overall demographics at the college.</p> <p>Research comparing tutored and non-tutored students in developmental reading and writing shows that students who use tutoring services succeed at rate of 93 percent, versus 85 percent for those who do not visit the tutorial center. For ESL 200 level courses, students who receive tutoring succeed at rate of 91 percent, compared with 85 percent for those who do not receive tutoring.</p>



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- a. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)**

Our success in many areas is due to intentional planning and implementation, along with faculty, staff and administrator commitment and involvement in delivering support services and instruction, particularly to disproportionately impacted students. The increased visibility of programs and related activities across campus, greater awareness of success and retention data, and ability to access and review data from the course to the campus level are also critical elements. At the same time, we see the opportunity for further integration of the three initiatives to avoid duplication, increase collaboration and leverage resources to support student success efforts across the college.

- b. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)**

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
<i>Increase retention and success for new incoming students, including those in Basic Skills and Student Equity identified target (disproportionately impacted) populations</i>	Increase completion of comprehensive educational plan for new students in their first quarter of enrollment to ensure students have a clear roadmap to make progress toward completion.	Course Completion: reduce the course completion gaps of disproportionately impacted student groups by 1 to 2 percentage points by 2020.	Increase access to individual, group, online and class assigned tutoring. Students participating in these academic support activities will succeed in Basic Skills math, reading, English and ESL courses at rates at least 7 percent higher than students who do not.



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2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

The increase in Learning Community options for disproportionately impacted students has resulted in significantly high retention rates during the first year of college and all the way through graduation. Our Learning Community options are diverse in many ways, ranging from instructional and course-based options to supplemental (non-instructional) mentoring-based programs. Within their respective communities, the faculty and staff meet regularly for professional development, planning and problem solving. Furthermore, students in nearly all of our Learning Communities engage in pre-term events that include orientation, assessment, educational planning, college preparation and success instruction, mentoring and community building. Learning Communities that directly and positively serve our disproportionately impacted populations are listed below.

- Men of Color Community
- Learning in Communities (LinC) Program (students in developmental education courses)
- First Year Experience Community
- Puente Project
- Umoja Program
- Reading, English, Athletics, Counseling & Humanities (REACH)
- Math Performance Success (MPS)



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FUTURE PLANS

Questions 3-8 address the 2017-19 planning cycle.

- 3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics.**

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.



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Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
1) Improve transfer and graduation rates for disproportionately impacted students.	<i>Increase completion of comprehensive educational plans, counseling, and follow up services to keep students on track to completion.</i>	<i>Scale Learning Community opportunities to meet student demand (staffing, activities, faculty additional pay)</i>	<i>Reduce the number of students in two or more levels below entry-level courses.</i>	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
2) Close the achievement gap for students in developmental (Basic Skills) courses and other identified student populations by increasing persistence, retention and success rates.	<i>Implement Starfish early alert system and ensure delivery of core services for targeted populations, including students in Basic Skills, and cohort programs such as Summer Bridge, FYE, Veterans and Foster Youth.</i>	<i>Continue to enhance and deepen civic engagement, cultural learning and equity-focused opportunities for students.</i>	<i>Support comprehensive tutoring services (online and in person).</i>	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
3) Identify and update campus services, policies, procedures towards reducing barriers and increasing student success.	<i>Review and identify areas for improvement of matriculation steps, including student experience in the application process, assessment, orientation, and educational planning services and technology tools.</i>	<i>Review book voucher dissemination and work towards a comprehensive process to address those with greatest need.</i> <i>Develop an OER plan and increase use of OER by faculty.</i>	<i>Review placement practices and policies.</i>	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____
4) Engage faculty and staff in professional development activities focused on improving student success and closing the achievement gap	<i>Provide counselor in-services on relevant topics, networking and training opportunities, and participation in regional and statewide conferences to</i>	<i>Sustain the Instructional Skills Workshops and Facilitator Training workshops focused on the equitable classroom. Provide</i>	<i>Expand college-wide professional development activities and events to include strands on effective developmental education practices. Offer opportunities for faculty to attend</i>	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____



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	<i>apply best practices to serve students effectively.</i>	<i>administrative support for the Office of Professional Development.</i>	<i>conferences (individually or in teams) and report learning. Sustain the high impact practices series.</i>	
5) Build on and broaden our existing relationships in the high schools and within the community to improve college readiness of entering new students	<i>Expand delivery of pre-enrollment core services, including assessment, multiple measures, orientation and educational planning in high schools, and continued engagement with underrepresented and underserved communities</i>	<i>Engage and support peer mentors and ambassadors in various programs.</i>	<i>Expand and support existing pre-term activities and Institutes for incoming students.</i>	<input checked="" type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other: _____ _____

How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

In anticipation of a fully integrated approach, the college has expanded its advisory committee for the three initiatives and is working with shared governance groups and respective planning and budget teams to identify members to serve on the committee. In doing so, the college aims to have substantive and well-represented involvement in planning and implementation of the identified goals.

Each initiative is coordinated by a program coordinator who will continue to be responsible for monitoring budgets and allowable expenditures, collaborating with constituent groups related to the initiative and assisting with reports. The move towards integration requires the three coordinators to meet on a regular basis to review progress towards goals, discuss and review budgets and manage logistics for the advisory committee meetings including scheduling, agenda, minutes and communications.

Because the majority of student equity-related categorical programs are within the newly formed Equity and Engagement Division, the dean who oversees these programs is a critical stakeholder in our integration efforts. The dean monitors matriculation, instruction and student support for the majority of programs and services serving disproportionately impacted students including Learning Communities, tutoring centers and Learning in Community (LinC) programs. The Vasconcellos Institute for Democracy in Action and Office of Equity, Social Justice and Multicultural Education are also within this division and are highly involved in meeting the goals



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of the integrated plan.

Finally, two senior administrators, from both instruction and student services, are co-leading the integration efforts and implementation of the plan, with full support from the entire college senior leadership. This ensures sustainability over time and dedication not only to integration planning, but implementation, assessment, recalibration and accountability.

The framework described above provides coordination and cohesion at many levels; it also ensures innovation and opportunity for broad participation beyond a few individuals. The college is determined to close the gaps with and for our students and to do so we need visibility, interest and involvement by faculty, staff, and students across campus. These points of entry – whether through the advisory committee, one of the areas listed above or directed funding based on the goals – are opportunities for campuswide engagement in student success.

4. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

Not applicable to De Anza College at this time.

5. Describe your professional development plans to achieve your student success goals. (100 words max)

Working in collaboration with the Office of Professional Development and with the program coordinators for each initiative, the college will identify and fund key activities and events. Any logistical needs will be provided by administrative support outlined in the plan. The college will build on existing processes for conference funding requests and activities related to the three initiatives, which will be integrated into and strengthened by annual teaching and learning events on campus. Opportunities for new programming, including guest speakers, are welcomed as long as they meet integrated plan goals.

6. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

De Anza's Institutional Research Office will assist in developing evaluation metrics to measure progress toward meeting student success goals on a quarterly and annual basis. The college will use student success data, including disaggregated retention, persistence, graduation and transfer data for various student groups, to measure progress and identify areas for continued improvement. The progress report will be shared with the SSSP-SE-BSI Advisory Committee for review, input and recommendations for further improvement.



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- 7. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)**

Colleges in the Foothill-De Anza district use common resources, such as the student information system (Banner), EduNav, Starfish and Canvas. Both campuses are involved in Multiple Measures and have worked together to adopt standard retest policies for the district, in addition to on-going discussions for further district-wide alignment. There are regular meetings between both campuses and Central Services to make system improvements, address common challenges and support student success goals. The district Diversity Advisory Council confers regularly and the professional development directors from both campuses also meet to coordinate activities, some of which are supported by the integrated plan.

- 8. Using the document “BSI SE SSSP Integrated Budget Plan 2017-2018” and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.**

The budget plan template is posted to the SSSP-BSI-SE website:
http://www.deanza.edu/sssp_equity/

- 9. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information.**

The executive summary must be posted to the college website. Provide a link to your college’s executive summary below.

Link to Executive Summary here: http://www.deanza.edu/sssp_equity/

- 10. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?**

No support needs noted at this time.



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11. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name: Lorrie Ranck

Title: Associate Vice President Of Instruction

Email: rancklorrie@deanza.edu

Phone: 408.864.8510

Alternate Point of Contact:

Name: Rob Mieso

Title: Associate Vice President Of Student Services

Email: miesorob@deanza.edu

Phone: 408.864.8835



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Part III – Approval and Signature Page

College: De Anza District: FHDA

Board of Trustees Approval Date: January 16, 2018

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor’s Office.

Brian Murphy	1/8/18	murphybrian@deanza.edu
Chancellor/President	Date	Email Address

President's Signature: 

Susan Cheu	1/8/18	cheususan@deanza.edu
Chief Business Officer	Date	Email Address

CBO Signature: 

Christina G. Espinosa-Pieb	1/8/18	espinosapiebchristina@deanza.edu
Chief Instructional Officer	Date	Email Address

CIO Signature: 



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

On Leave	1/8/18	N/A
Chief Student Services Officer	Date	Email Address

Signature: N/A

Karen Chow	1/8/18	chowkaren@deanza.edu
President, Academic Senate	Date	Email Address

President, AS Signature: 