



New Classified Staff and Administrator Request Justification

Complete One Per Program/Area

Date: October 20, 2023

Division: Enrollment Services

Program/Area: Admissions and Records (A&R)

Number of Positions Requiring New Funding (does not apply to refilling existing positions): 1

Requested Position
Enrollment Services Specialist II/ES Coordinator
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Guiding Principles

De Anza College's mission and Educational Master Plan serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its educational master plan:

- Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change.

Through its Equity Plan Re-Imagined, it identified the following framework to work towards narrowing long-standing equity gaps:

- Racial Equity: Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- Student Success Factors: The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles, please provide information for each of the following areas:

A. Program Information

1. Provide a brief overview of the services the program provides and how they align with the

mission of the college. How does the program facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional [mission](#), the [Educational Master Plan](#) and ongoing planning efforts?

Per title v and the California Community College Chancellor's Office (CCCCO), it is the **mandated charge of Admissions & Records (A&R)** to oversee

[A]pplications, registration, collecting and evaluating transcripts, verifying prerequisites, processing dropped classes, auditing degrees, reviewing credit eligibility for prior learning, and evaluating petitions to graduate, among other services. Some admissions and records offices are also responsible for noncredit courses, athletic eligibility, eligibility for veterans' benefits, and beyond. In addition, admissions and records offices handle all matters pertaining to AB 540, which allows non-resident students who attended a California high school for three years and earned a diploma or GED from paying out-of-state tuition. Admissions and records offices ensure that colleges are abiding by Title 5 and Education Code standards that guide education in California, including the Student Success and Support program.

[Resource: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/Student-Service/Admissions-and-Records%C2%A0>]

By definition, A&R serves De Anza's potential, incoming, new, continuing and former students, their families, and members of the public by offering both direct and indirect enrollment services. A&R's **direct services** include

- Providing **student matriculation services**—to all De Anza College students, as well as special populations (Athletics, Veterans, etc.)--in the areas of:
 - Admissions (including residency determinations)
 - Assessment for evaluation of credits (prerequisite clearances, transcript evaluation, etc.)
 - Registration
 - Petitions for policy exceptions
 - Records management via transcripts and graduation/completion awards for credit and noncredit courses and programs
- Managing high school **dual enrollment programs**—High School Dual Enrollment for Enrichment, Middle College, Adult Education and CCAP (outreach to partnering high schools, processing applications, student permissions, registration, student and family onboarding, reporting on student success)
 - Dual Enrollment Programs: <https://www.deanza.edu/admissions/dual/>
- **Referring students** to partnering services offices such as Cashiering, Outreach & High School Relations, Basic Needs & Food Pantry, Veterans Resource Center (VRC) and the International Student Program (ISP) Office, and more.

Furthermore, per title v, A&R is the office responsible for **regulating** critical California Community College Chancellor's Office (CCCCO) processes for the campus's staff, faculty, and administration. These **indirect services are often not acknowledged nor understood** by the college because the complex processes are not forward-facing like many other student services. But nonetheless, A&R oversees these **required regulatory business practices** which must be completed by **highly skilled, permanent classified staff and managers**

- Residency determinations and associated student fees management
- Quarterly census reporting – this is the reporting mechanism used to account for all students in all section each quarter;
- 320 enrollment reporting – the quarterly and annual reports that the college uses to claim apportionment (this is how the college gets paid by the state);
- Retaining student records, grades (management, collection, posting, academic standing, grade point average calculations, etc.); and
- Responding to federal and state auditing requirements – as a public institution, the college is audited at least twice a year on requirements relating to regulated enrollment practices (application, registration, completion)

[See Appendix A: Board Docs – FHDA Board Policy and Administrative Procedure Manual]

[Direct Link - <https://deanza.edu/admissions/forms.html>;
<https://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9U5PUR6583E5>]

Lastly, A&R partners with Educational Technology Services (ETS) to manage and maintain the district's local student information system (SIS) database, known as Banner, alongside district technology and third-party vendors (Parchment, Degreeworks, Adobe Sign, etc.). While ETS is the technical branch of district services, **ETS relies on A&R to direct their work, test their work, and advise on and plan for any necessary changes** in areas of mandated matriculation compliance per federal and state law.

Therefore, Admissions & Records (A&R) meets the college's mission to help students realize their goals by **providing both direct and indirect foundational student-centered services** which allow the college to accomplish and maintain the mission and goals listed in the Educational Master Plan. The program facilitates continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional mission, Educational Master Plan and ongoing planning efforts by participating in the college's program review processes and **completing federal and state compliance mandating and reporting.**

2. How does the program respond to the needs of individuals, constituents, and populations with distinct needs to ensure equitable access for all students?

A&R is the **business office on campus** that is open when all other offices are closed or can shut down at will. A&R answers the college's main phone line 408-864-5300 and is tasked with operating the college's Help Desk in person and via zoom. As the **point of first contact**, A&R responds to De Anza

College's needs—of all students, staff/faculty, and members of the public—by offering services in **diverse modalities**. De Anza A&R successfully enrolled some **16,500 students in fall 2022** alone. Furthermore, as the admitting body for **all students**, A&R directly supports **all populations and special programs** on campus (EOPS, MPS, EPS, Honors, etc.).

[Resource: https://datamart.cccco.edu/Students/Enrollment_Status.aspx].

Because the high demand for services is more than the current team can meet, A&R is often unable to maintain a high level of student-centered instruction and services. However, the department continues to request support from the college. **It is argued that if A&R had more staffing and support, more students could be admitted and successfully enrolled** with particular focus on those populations that need more help getting enrolled such as

- our first-time college students,
- student populations that are disproportionately impacted,
- students interested in participating in special programs with complex registration requirements; and
- our nontraditional college students (English learners, adult students, students with low technology skills, etc.).

3. What evidence does the program use to create strategies for improving student learning, development and success?

A&R depends on the evidence from the Office of Institutional Research & Planning (IRP) and the department's program review to determine who A&R serves (student count, student type and demographics, completion/graduation type, etc.) coupled with any **mandated changes** issued by the CCCC and other regulatory bodies to determine how students must be served. A&R's strategies are written directly in the college's regulatory reports relating to student enrollment and completion (i.e. AB 1705 compliance, Equity Reporting, EMP, etc.). Some **highlighted evidence** that the department relies on **to create proactive strategies** include

- The 2022-23 college **admissions trends** report--with consideration of resident and nonresident student types--found that
 - More than 1,000 students were **manually** recertified by A&R as nonresidents of California (AB540, etc.).
 - About 1,000 were certified as nonresidents of California with the **opportunity** to be recertified and were informed of this option as well as support services for nonresidents (i.e. 6-unit nonresident fee waiver, AB540, noncredit course options, etc.); and
 - About 30,000 were California residents.

Each of these students were directly served by A&R, and furthermore A&R is charged with

maintaining the logic and regulations relating to state mandated residency determinations. The residency reclassification process entails reviewing an upwards of at least 10+ pieces of information which can include, but are not limited to income documents (taxes, bank statements, etc.), proof of location (lease agreements, mortgage statements, etc.) as well as a variety of immigration visas. It is estimated that it takes about 2-3+ hours per residency reclassification case, which can occur over at least 5 points of contact with a staff person.

[Appendix B: Enrollment Comparison Report Spring 2023]

[Direct link:

<https://www.deanza.edu/ir/research/enrollment/EnrollmentComparisonReportSpring2023.pdf>]

[Resource: De Anza Residency Reclassification Process

<https://www.deanza.edu/admissions/residency.html>].

- A&R **manually** issues **3,000+ degrees and certificated annually**. In addition, A&R oversees the technology and applications (Degreeworks, ARGOS, etc.) which are used to determine a student's academic history and certification of transfer eligibility (AA/AS degrees, ADT, IGETC, etc.). Furthermore, A&R is the office responsible for issuing documentation required for the student to transfer and enrollment verification letters. Enrollment verification requests can come in the form of dean's reports, Common App requests, letters from potential employers, housing authority, social security, and more. Again, the process of **issuing enrollment verifications is manual**, requiring a trained staff person to review the student's records, obtain necessary files (from Student Discipline, etc.) and fulfill the request. On average, A&R will complete at least **1,500 enrollment verification requests** each year.

[See Appendix C: Transfer To Four Year Institution 2021-22]

[Direct link:

<https://deanza.edu/ir/research/transfer/TransferToFourYearInstitution2021-22.pdf>]

[See Appendix D: DA Degrees and Certificates 2022-23]

[Direct link: <https://deanza.edu/ir/research/awards/College2023.pdf>]

- On average, A&R **manually** processes more than **10,000 service forms annually**. These forms relate to A&R service areas of admissions, registration and records (i.e. auditing courses, grade changes, incomplete contracts, etc.).

[See Appendix E: 2021 A&R Program Review Reflection]

[Direct link:

<https://www.deanza.edu/gov/sspbt/documents/progrev/2021/AdmissionsRecordsProgramReflection.pdf>]

- A&R is responsible for accurately producing about **50,000 transcripts** annually, of which some 10-15% must be **manually** reviewed and processed by staff. In addition, A&R partners with both ETS and external vendors to ensure the integrity of student records.

[See Appendix E: 2021 A&R Program Review Reflection]

[Direct link:

<https://www.deanza.edu/gov/sspbt/documents/progrev/2021/AdmissionsRecordsProgramReflection.pdf>]

- A&R is responsible for determining student athletic eligibility for **17 teams** (500+ student participants). Without this service, the college cannot participate in the California Community College Athletics, and student athletes would lose National Collegiate Athletic Association (NCAA) eligibility.

[Resource: <https://www.deanzasports.com/landing/index>]

- As the **regulating office** for student enrollment, A&R must follow each article issued by the CCCCCO as well as the state and federal government's **rules** relating to **public education**.

[Resource: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support>]

4. **What assessment plans and processes does the program use to document progress toward achievement of its mission, goals, outcomes, and objectives?**

In 2021, A&R alongside all of Student Services began following the [CAS Standards](#) process; and it is through this process that the department documents progress toward achievement of its mission, goals, outcomes, and objectives. **The department's main objectives are to matriculate, retain and help students establish and complete their educational goals.** Key activities for planning and process include

1. **Enrollment and retention** by
 - evaluating transfer, graduation, degree/certificate outcomes and planning for changes
 - identifying and evaluate the needs of dual enrollment programs
2. Partnering with ETS to **develop tech goals and track outcomes** by
 - planning for improved student communication strategies
 - engaging staff/faculty in technology initiatives (new platforms, etc.)

[See Appendix F: A&R OKRs]

[Direct link: https://www.deanza.edu/student-services/documents/progrev/2023/OKRs_Veterans_ES.pdf]

5. How does the program develop, adapt and improve programs and services in response to the needs of changing environments, populations served and evolving institutional priorities?

In 2021, A&R alongside Student Services began following the [CAS Standards](#) so to track program development and improvement in the areas of admissions, records and completion. Alongside the CAS Standards evaluations process, the department is mandated by [federal and state laws](#) which define and determine A&R's priorities, and how the program determines any changes needed. Current highlighted state mandates and initiatives that drive A&R program development, which align with the college's mission and goals, include:

Equitable Access Initiatives

- Dual Enrollment: creating a pathway for the K-16 model legislation
- SB 554: Adult Education enrollment legislation
- Credit for Prior Learning
- Noncredit curriculum and legislation

Completion and Transfer Outcomes Initiatives

- Common Numbering System: creating a common course numbering system for all California community college courses
- AB 1705: ensuring transfer level English and math course access and equitable placement
- Associate degree for transfer placement requirement
- Guided Pathways

[Resource: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support>].

6. What types of disaggregated data are used to address the program objectives?

As explained in the response to question 3, evidence such as disaggregated data is used to address program objectives. Such data include in

- 1) A&R department **productivity reports** for both direct and indirect A&R services (i.e., applications processed, transcripts processed, general and special populations served, etc.) as documented in the department's program review and IRP reports; and
- 2) local and state enrollment reports and MIS reports that showcase **all De Anza student enrollment and completion efforts** (EMP, Equity reporting, etc.).

Through the **review and analysis of evidence and data**, the department can address program objectives of

- Enrollment and retention by 1) evaluating transfer, graduation, degree/certificate outcomes

and planning for changes; and 2) identify and evaluate the needs of dual enrollment programs

- Partnering with ETS to develop tech goals and track outcomes by 1) planning for improved student communication strategies; 2) engaging staff/faculty in technology initiatives (new platforms, etc.).

[See Appendix F: A&R OKRs]

[Direct link: https://www.deanza.edu/student-services/documents/progre/2023/OKRs_Veterans_ES.pdf]

7. What are the historical staffing patterns within the program over the last few years?

The A&R team is currently composed of two units:

Admissions & Records Unit

- 1 A&R supervisor
- 2 enrollment services specialists II
- 4.5 enrollment services specialists I

Evaluations Unit

- 1 graduation & evaluations coordinator
- 5 evaluations specialists

A&R is primarily funded by Fund-14, which has been highly impacted by multiple budget reductions over the years. In the 2023-24 academic year, A&R did receive support for TEA positions as well as student employees, but no permanent staff positions have been approved. Due to the high-volume service areas that A&R is responsible for, alongside with the manual nature of A&R work processes, the department continues to request additional staff positions, both seasonal and permanent, to serve students effectively and efficiently. Resource needs are outlined below:

1. Enrollment Services Specialist II/ES Coordinator

The above staffing request(s) are needed to meet the growing, and **increasingly complex**, demands of direct and indirect student matriculation needs, to ensure that the department can:

- Meet academic divisions' growing needs for cohort processing, mass registration processes, and help with class cancellations.
- Meet data reporting needs requested by our campus partners (Student Retention, MPS, Learning Communities, etc.) who rely on A&R to run enrollment reports, manually maintain student cohorts, and more.

- Meet the growing technical demands posed by our ETS partners on projects such as the Online Education Initiative (OEI), Banner 9 testing and maintenance, fraudulent application monitoring, and more).

B. Justification for EACH requested position, please respond in 300 words or less.

1. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

This position will directly **contribute to the health, growth and vitality of ALL college programs, not just A&R**. A few illustrative examples of the enrollment services specialist II position responsibilities, which justify the request for this full-time classified are

- **Student Centered Registration:** Following AB 1705 mandates, instructional faculty developed support courses that were paired with transfer-level courses (example: EWRT1A + LART 250, MATH10 + MATH210x). To successfully register for both courses, (1) the courses must be built as paired courses in Banner; (2) students must simultaneously add matching CRNs for both courses. Unfortunately, A&R has identified course build and CRN messaging issues, and new college students do not know how to register for two CRNs at the same time; thus, De Anza students now face a chronic registration barrier that impacts essential transfer-level courses.

Note: Banner, a database utilized internationally, is aware of this registration issue and will not make any changes to the functionality of the registration set-up. However, this position will continue to work with ETS to explore and identify solutions for improvement.

- **Data Management for Student Retention:** Using the De Anza Honors Program as an example, this program requires students to be coded individually with an Honors cohort in Banner. This code allows students to be cleared to participate in Honors sections. Also, this code allows the Institutional Research & Planning (IRP) Office to track student program progress and outcomes. A&R has been identified as the department responsible for managing cohort codes, overseeing the training for staff and faculty Banner data entry training, and partnering with IRP, ETS, and instructional departments for data interpretation and data management.
 - The same is for MC2, Rising Scholars, APRN (apprenticeship programs), Foster Youth, all Learning Community cohorts, mass registration for Study Abroad Program, Child Development Programs

2. How does this request align with the program's needs as detailed in the program review?

As detailed in the department's program review, this position aligns with A&R's responsibilities to

- provide application, registration and completion services to all students (future, present and past)
- interpreting, implementing, and monitoring regulatory guidance from the state and federal government; and
- meeting the college's technological needs.

3. Are there any special regulations such as law, Title 5, Education Code, student success initiative or accreditation standards, etc. for the position? Provide documentation.

The duties and responsibilities of this position will lend directly to De Anza's goals as outlined in the [Equity Plan Re-Imagined](#) and [Educational Master Plan](#), as well as support the college's [Guided Pathways](#) initiatives of

Retention –

This position would be charged with the management, analysis and integrity of student cohort data, which directly supports all unique programs (such as the English Performance Success (EPS), Men of Color Community, etc.) on campus. This position's duties will allow for

1. Manage the program's student cohort data (add students to the program at admissions, and remove students from the program at completion)
2. Allow for programs to have defined student groups (i.e. lists of program participants)
3. IRP to track the student's academic career from start to finish

Without this data management work, the college's programs will be unable to track student outcomes. This will negatively impact the college's ability to retain students as program participants may go unnoticed, and unattended to. Furthermore, IRP's reporting will be **inaccurate**.

Student-Centered Instruction and Services –

English and Math courses are the cornerstone of a student's academic career. Our counselors strongly advise that students begin the English and Math course sequences in the first quarter, if not first year, at De Anza. This position would directly, and positively impact, the convoluted registration steps for English and Math courses so that students can

1. Successfully enroll in their English and Math courses
2. Receive clear and concise messaging about English and Math courses

This position's duties ensure that the college can meet mandates as defined in

- AB 705 and AB 1705
 - Legislation that requires colleges to provide **clear enrollment pathways** to fulfill transfer English and math course requirements

[See Appendix G - Bill Text - AB-705 Seymour-Campbell Student Success Act of 2012]

[Direct link:

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB705]

[See Appendix H - AB 1705 Implementation Guide 2023]

[Direct link: <https://www.cccco.edu/-/media/CCCCO-Website/Files/Educational-Services-and-Support/ab-1705-implementation-guide-3-14-23-a11y.pdf>]

[Resource: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/equitable-placement>]

Finally, this position will help all special programs with requests to **manually register** students; as well as work with partnering offices to **investigate issues impeding enrollment** (incorrect

prerequisites, course builds, systematic errors, and more) as well as **lend a helping hand to faculty** when errors occur (faculty accidentally drops their whole class, faculty accidentally missed a census deadline and needs to drop no show students, etc.).

4. Explain how the work will be accomplished if the position is not filled.

With current A&R staffing, the department **cannot** maintain a dedicated staff person to meet the data management of the previously mentioned cohort programs and registration needs of impacted students. It is likely the work of the requested position will remain, and if no position is hired, the enrollment for cohort programs and learning communities, as well as the general student population will be **negatively impacted**. Furthermore, A&R will **not** be able to help with cohort processing, maintain and monitoring for the following programs: EPS, MPS, HONORS, Men of Color, Puente, Umoja, etc. Additionally, A&R will not be able to help divisions and departments with mass registrations.

5. Other information, if any.

If the request for an enrollment services II position is approved, the **entire college will benefit** from having a dedicated, skilled staff person to

- 1) process manual mass registration of students in special programs and the general population
- 2) process cohort requests
- 3) maintain cohort data integrity
- 4) work with instructional and student services partners to provide A&R expertise and guidance when reviewing overarching registration issues (i.e. course builds, prerequisite issues, etc.)

Appendix A



Book	Board Policy
Section	Board Policy and Administrative Procedure Manual
Title	Overview and Table of Contents
Code	
Status	Active

Overview

District board policies and administrative procedures are divided into chapters and organized by subject area. In general, board policies are broad statements approved by the Board of Trustees that implement laws and regulations and define the general goals and acceptable practices for the operations of the district. Administrative procedures implement policies and are approved through the district's participatory governance process. The Chancellor is charged with recommending changes to policy as well as developing and implementing administrative procedures.

Using the Electronic Manual

To access board policies and administrative procedures, click on the policy or procedure link in the Table of Contents available below or select the appropriate book (i.e. Board Policy or Administrative Procedure) from the drop-down **Book** menu located on the left-hand navigation panel. Active links to relevant laws and regulations as well as related policies and procedures are included within policies/procedures when applicable.

Printing - Click the printer icon at the top of each page.

Creating a web/email link - To link directly to a policy or procedure, click the share icon located at the top, right of the policy/procedure page and copy the URL that displays.

Searching the manual - To locate a policy or procedure: 1) Select the appropriate book (i.e. Board Policy or Administrative Procedure) from the drop-down menu on the left side of your screen; 2) Enter a policy/procedure number, title, or key word in the **Search** box above the Book menu; and 3) Use your enter/return key to begin the search. For a broader search across the Board's entire eGovernance site, select the **Search** (magnifying glass) icon at the top of the screen, enter relevant search terms in the Search box, select the areas of the site you would like to search, and click on the Search button.

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		AP 5017	Responding to Inquiries of Immigration Status, Citizenship Status, and National Origin Information
BP 5020	Nonresident Tuition	AP 5020	Nonresident Tuition
BP 5025	Student Contributions		
BP 5030	Fees	AP 5030	Fees
		AP 5031	Instructional Materials Fees
BP 5035	Withholding Student Diplomas and Registration	AP 5035	Withholding Student Diplomas and Registration
BP 5040	International Student Admission	AP 5050	International Students
		AP 5041	International Students Attending Under Exchange Agreements
BP 5050	Disclosure of Student Records	AP 5050	Disclosure of Student Records
		AP 5052	Academic Standards
		AP 5053	Academic Reinstatement
BP 5055	Contacting Students		
BP 5065	Counseling		
BP 5070	Matriculation	AP 5070	Matriculation
		AP 5071	Declaration of Educational Goals
		AP 5072	Matriculation Exemptions
BP 5073	Articulation	AP 5073	Articulation Procedures
BP 5075	Disabled Students/Special Education Program		
BP 5075*	Credit Course Drops and Withdrawals	AP 5075	Credit Course Adds, Drops, and Withdrawals
BP 5076	Suspension/Termination of Support Services for Students with Disabilities	AP 5076	Suspension/Termination of Support Services for Students with Disabilities
BP 5077	Academic Accommodations for Students with Disabilities	AP 5077	Academic Accommodations for Students with Disabilities
BP 5078	Course Repeatability for Students with Disabilities	AP 5078	Course Repeatability for Students with Disabilities
BP 5080	Financial Aid		
BP 5085	Extended Opportunity Programs and Services		
BP 5090	Health Services	AP 5090	Health Services
		AP 5091	Health Program
		AP 5092	Care in Case of Accident and Illness
BP 5095	Infectious Disease Control	AP 5095	Infectious Disease Control
BP 5300	Student Equity	AP 5300	Student Equity
BP 5500	Student Rights and Responsibilities	AP 5500	Student Rights and Responsibilities
		AP 5510	Student Code of Conduct
		AP 5520	Student Due Process and Discipline

Policy Number	Policy Title	Administrative Procedure Number	Administrative Procedure Title
		AP 5530	Student Grievances
BP 5560	Associated Students Organization	AP 5560	Associated Students
BP 5561	Associated Students Elections	AP 5561	Associated Students Elections
BP 5562	Associated Students Finance	AP 5562	Associated Students Finance
BP 5570	Campus Center Operations		
BP 5575	Use of Campus Center Income		
BP 5580	Bookstore		
BP 5700	Intercollegiate Athletics	AP 5700	Intercollegiate Athletics: Concussion Management Protocol
Chapter 6 - Business and Fiscal Affairs <i>(including former Article 3 - Business, Operations, Systems and Facilities)</i>			
BP 3000	Principles of Sound Fiscal Management		
BP 3100	Budget Preparation		
BP 3110	Final Budget		
BP 3111	Budget Transfers and Revisions		
BP 3112	Reports on District's Financial Condition		
BP 3115	Reserves		
BP 3120	Disposition of Funds/Authorized Signatures		
BP 3130	Investment of District Funds	AP 3130	Procedures for the Investment of District Funds
BP 3140	Purchasing Policy	AP 3140	Purchasing Procedures
BP 3142	Inventory Control		
BP 3143	Contracts	AP 3143	Contract Procedures
BP 3150	System of Accounts		
BP 3151	Attendance Accounting		
BP 3152.5	Travel Tour Solicitation		
BP 3153	Audit		
BP 3200	Facilities Philosophy and Priorities Statement		
BP 3205	Community Use of District Facilities		
BP 3210	Capitalization of District Property	AP 3210	Capitalization of District Property
BP 3211	Disposal of District Property		
BP 3212	Off-Campus Use of College Equipment		
BP 3213	Control of Major Construction Project Costs/Approval of Construction Change Orders	AP 3213	Implementing Procedures for the Control of Major and Minor Construction Projects
BP 3214	Environmentally Sustainable Practices	AP 6510	Guidelines for Administering Environmentally Sustainable Practices
BP 3215	Art Objects in Campus Buildings and on Campus Grounds		

Policy Number	Policy Title	Administrative Procedure Number	Administrative Procedure Title
BP 3216	Naming of College and District Buildings or Facilities	AP 3216	Procedures for the Naming of College and District Buildings or Facilities
BP 3219	Use of District Vehicles		
BP 3222	Signage on District Property	AP 3222	Procedures Regarding Signage on District Property
BP 3225	Access Control Policy	AP 3225	Campus Security and Access
BP 3310	Risk Management		
BP 3311	Extension of District Insurance Protection		
BP 3312	Injury/Illness Prevention		
BP 3313	Bonding of Employees		
BP 3314	Board Member/Employee Indemnification		
BP 3315	Emergency Response Plan		
BP 3320	Police Departments		
BP 3321	Local Law Enforcement		
BP 6307	Debt Issuance and Management		
		AP 6331	Food Purchase Procedures
BP 6401	Audit and Finance Committee		
BP 6601	Neighborhood Outreach	AP 6601	Neighborhood Outreach Procedures
BP 6740	Citizens' Bond Oversight Committee	AP 6740	Citizens' Bond Oversight Committee
BP 6750	Parking	AP 6750	Parking
BP 6870	Police Department	AP 6870	Police Department
Chapter 7 - Human Resources <i>(including former Article 4 - Personnel)</i>			
BP 4100	Cultural Diversity/Equal Opportunity		
BP 4110	Mutual Respect Policy		
BP 4115	Nepotism		
BP 4120	Employment in Specially Funded Programs		
BP 4125	Authorization to Offer Employment		
BP 4130	Employment	AP 4130	District Hiring Procedures
BP 4135	Faculty Hiring Qualifications		
BP 4145	Board Advised of Evaluations		
BP 4150	Personnel Files		
BP 4157	Release Time	AP 4157	Definitions and Procedures for Release Time
BP 4160	Professional Activities		
BP 4165	Staff Invited to Board Meetings		
BP 4180	Research and Publications by Staff		
BP 4185	Publication of Instructional Materials		
BP 4190	Academic Freedom		
BP 4195	Political Campaigning by Faculty Members		
BP 4200	Compensation		
BP 4205	Family Medical Leave Act		

Policy Number	Policy Title	Administrative Procedure Number	Administrative Procedure Title
BP 4300	Dismissal for Cause		
BP 4500	Drug-Free Workplace		
BP 4505	Drug Testing		
BP 4515	Prevention of Workplace Violence		
BP 4630	Sexual Assault Policy including Rape		
		AP 4630A	Foothill-De Anza Community College District Sexual Assault, including Rape: Procedures
		AP 4630B	Foothill College's Sexual Assault, including Rape, Educational Program(s)
		AP 4630C	De Anza College's Sexual Assault, including Rape, Educational Program(s)
BP 4640	Harassment and Discrimination	AP 4640	Procedures to Resolve Complaints Regarding Harassment and Discrimination
BP 4670	Requesting and Receiving Accommodation(s) Under the Americans with Disabilities Act	AP 4670	Procedures for Requesting and Receiving Accommodation(s) under the Americans with Disabilities Act
BP 7210	Academic Employees		
BP 7211	Equivalency		
BP 7330	Communicable Disease - Employees	AP 7330	Communicable Disease - Employees
		AP 7336	Certification of Freedom from Tuberculosis
BP 7337	Fingerprinting of Employees, Volunteers and Student Workers	AP 7337	Fingerprinting of Employees, Volunteers and Student Workers
BP 7400	Travel	AP 7400	Travel

**Policy/procedure numbers are being updated. During the revision process, there will be occasional duplication of numbers. Once the process is completed, any duplication in numbering will be eliminated. See [Policy and Procedure Review](#) for more information about the revision project.*

**De Anza College Census Enrollment Comparisons Report
Spring 2022 to Spring 2023**

**Table 1. Enrollment by Residency Status
Spring 2022 and Spring 2023**

	2022		2023		Change		% Change	
	Enrollment	Est FTES	Enrollment	Est FTES	Enrollment	Est FTES	Enrollment	Est FTES
Resident	32,011	3,441	31,670	3,384	-341	-57	-1%	-2%
Non-Resident	4,159	422	4,597	456	438	34	11%	8%
Total	36,170	3,863	36,267	3,840	97	-23	0%	-1%

Resident and Non-Resident Enrollment

- Total enrollment is flat and total FTES is down 1%.
 - Total FTES decreased by 23 from 3,863 to 3,840.
- Resident enrollment is down 1% and FTES is down 2%.
 - FTES decreased by 57 from 3,441 to 3,384.
- Non-resident enrollment is up 11% and FTES is up 8%.
 - FTES increased by 34 from 422 to 456.

**Table 2. Enrollment by Resident and Non-Resident Categories
Spring 2022 and Spring 2023**

		2022		2023		Change		% Change	
		Enrollment	Est FTES	Enrollment	Est FTES	Enrollment	Est FTES	Enrollment	Est FTES
Resident	Resident	30,897	3,325	30,512	3,263	-385	-62	-1%	-2%
	AB 540	1,005	105	1,014	106	9	1	1%	1%
	AB 2364 Dual Enrollment	84	9	110	12	26	3	31%	33%
	VACA Veteran	12	1	24	2	12	1	100%	100%
	Non-Resident Fee Exempt	13	1	10	1	-3	0	-23%	0%
	Subtotal	32,011	3,441	31,670	3,384	-341	-57	-1%	-2%
Non-Resident	Non-Resident	1,004	99	1,092	95	88	-4	9%	-4%
	Non-Resident, International	3,155	323	3,505	361	350	38	11%	12%
	Subtotal	4,159	422	4,597	456	438	34	11%	8%
Total		36,170	3,863	36,267	3,840	97	-23	0%	-1%

Resident and Non-Resident Enrollment by Category

- Among the resident category, the decrease to its overall FTES was driven by the resident subgroup, which had 62 fewer FTES than compared to last year. The remaining resident subgroups had a combined gain of 5 FTES.
- Among the non-resident category, non-resident subgroup decreased by 4 FTES, whereas international student subgroup increased by 38 FTES.

International Students with F1/FZ Visa

- Headcount of students with F1 or FZ visas increased from 926 to 1,000, representing an 8% increase in F1/FZ visa students from last spring quarter.

Enrollment by Modality

**Table 3A. Enrollment by Modality as Percent Total
Spring 2022 and Spring 2023**

	2022		2023		Change	
	Enrollment	Percent	Enrollment	Percent	Enrollment	% Point
Face to Face	4,443	12%	7,483	21%	3,040	8
Hybrid	1,643	5%	6,960	19%	5,317	15
Online	30,084	83%	21,824	60%	-8,260	-23
Total	36,170	100%	36,267	100%	97	0

- For spring 2023, online learning comprised the majority of enrollments (60%); however, its share of enrollment decreased from the prior year (83%). Both face-to-face and hybrid enrollments increased, comprising 21% and 19% of enrollments, respectively.

**Table 3B. Headcount, Enrollment and Section by Modality
Spring 2022 and Spring 2023**

	2022	2023	Change	% Change
Face to Face				
Headcount	2,968	5,086	2,118	71%
Enrollment	4,443	7,483	3,040	68%
Est FTES	598	939	341	57%
Sections	313	419	106	34%
Hybrid				
Headcount	1,473	5,109	3,636	247%
Enrollment	1,643	6,960	5,317	324%
Est FTES	191	830	639	334%
Sections	84	281	197	235%
Online				
Headcount	13,374	11,421	-1,953	-15%
Enrollment	30,084	21,824	-8,260	-27%
Est FTES	3,074	2,072	-1,002	-33%
Sections	1,018	721	-297	-29%
Total				
Headcount	14,552	14,492	-60	0%
Enrollment	36,170	36,267	97	0%
Est FTES	3,863	3,840	-23	-1%
Sections	1,415	1,421	6	0%

- Compared to last spring quarter, the number of online sections decreased by 297. Face-to-face sections increased by 106 from 313 to 419. Hybrid sections grew as well by 197 from 84 to 281.
- FTES increased the most among hybrid sections (639), followed by face-to-face (341) sections. While there were more online sections, its FTES was down by 1,002.

**Table 3C. Fill Rates by Division and Modality
Spring 2022 and Spring 2023**

Division	2022			2023			% Point		
	Face to Face	Hybrid	Online	Face to Face	Hybrid	Online	Face to Face	Hybrid	Online
Applied Technologies	74%	-	69%	98%	-	95%	24	-	26
Biological, Health & Environmental Sciences	72%	-	104%	69%	86%	75%	-3	-	-29
Business/Computer Science	62%	-	92%	87%	-	93%	25	-	1
Creative Arts	71%	76%	99%	81%	86%	98%	10	10	-1
Disability Support Programs & Services	152%	-	53%	112%	-	38%	-40	-	-15
Intercultural/International Studies	-	-	113%	75%	79%	92%	-	-	-21
Language Arts	96%	80%	92%	97%	88%	89%	1	8	-3
Learning Resources	-	-	42%	-	-	39%	-	-	-3
Physical Education/Athletics	194%	-	127%	60%	-	96%	-134	-	-31
Physical Sciences/Math/Engineering	92%	80%	90%	89%	79%	98%	-3	-1	8
Social Sciences and Humanities	49%	53%	91%	67%	67%	86%	18	14	-5
Student Services	-	41%	93%	48%	98%	85%	-	57	-8
Total	92%	74%	94%	81%	81%	89%	-11	7	-5

- Across all three modalities, spring 2023 fill rates were the highest in online sections (89%), followed by face-to-face and hybrid sections at 81% each. Compared to last spring, fill rates for online (94% to 89%) and face-to-face (92% to 81%) sections dipped, whereas hybrid improved from 74% to 81%.
- Six divisions' online fill rates were higher than the college average and they consisted of the following: Creative Arts (98%), Physical Sciences/Math/Engineering (98%), Physical Education/Athletics (96%), Applied Technologies (95%), Business Computer Science (93%), and Intercultural/International Studies (92%).
- Four divisions' hybrid fill rates were higher than the college average and they were Student Services (98%), Language Arts (88%), Creative Arts (86%), and Biological, Health & Environmental Sciences (86%).
- Five divisions' face-to-face fill rates were higher than the college average and they included the following: DSPS (112%), Applied Technologies (98%), Language Arts (97%), Physical Sciences/Math/Engineering (89%) and Business/Computer Science (87%).
- Creative Arts and Language Arts divisions had fill rates that were similar or higher than the college's rates across all three modalities.

Table 4. Applicants and Enrollees – Spring 2023

Applicants and Enrollees		
Applicants	Registered	% Registered
7,319	3,298	45%

Note: Includes students who applied and enrolled for the same quarter.

Applicants who Enrolled

- Among the 7,319 applicants who applied to De Anza College for the spring 2023 quarter, 45% enrolled in the same term. This rate is lower by 6 percentage points from last spring.

**Table 5. Ethnicity Headcount and FTES
Spring 2022 and Spring 2023**

Ethnicity	2022		2023		Change		% Change	
	Headcount	Est FTES	Headcount	Est FTES	Headcount	Est FTES	Headcount	Est FTES
Asian	5,826	1,552	5,840	1,548	14	-4	0%	0%
Black	549	144	542	138	-7	-6	-1%	-4%
Filipinx	971	269	965	266	-6	-3	-1%	-1%
Latinx	3,673	956	3,660	951	-13	-5	0%	-1%
Native American	54	14	51	12	-3	-2	-6%	-11%
Pacific Islander	105	25	97	24	-8	-1	-8%	-2%
White	2,524	628	2,466	613	-58	-15	-2%	-2%
Decline to State	850	276	871	288	21	12	2%	4%
Total	14,552	3,863	14,492	3,840	-60	-23	0%	-1%

Ethnicity

- With the exception of Asian and Decline to State, all other student ethnic groups saw a decrease in headcounts. Despite their student headcount increase, Asian students had fewer WSCH course enrollments; and therefore, fewer FTES as well.
- The gain in FTES observed for Decline to State students (12) was not enough to offset the college's FTES decline as the remaining ethnic groups' combined FTES loss was greater. FTES decreased the most for White (15) students, followed by Black and (6) Latinx (5) student groups.

**Table 6. Ethnicity Headcount as a Percent of Total
Spring 2022 and Spring 2023**

Ethnicity	2022		2023		Change	
	Headcount	Percent	Headcount	Percent	Headcount	% Point
Asian	5,826	40.0%	5,840	40.3%	14	0.3
Black	549	3.8%	542	3.7%	-7	0.0
Filipinx	971	6.7%	965	6.7%	-6	0.0
Latinx	3,673	25.2%	3,660	25.3%	-13	0.0
Native American	54	0.4%	51	0.4%	-3	0.0
Pacific Islander	105	0.7%	97	0.7%	-8	-0.1
White	2,524	17.3%	2,466	17.0%	-58	-0.3
Decline to State	850	5.8%	871	6.0%	21	0.2
Total	14,552	100.0%	14,492	100.0%	-60	0.0

- The top three enrolled ethnic groups continue to consist of Asian, Latinx and white students. Combined, they accounted for 83% of all spring 2023 students.
- The share of students by ethnic groups has remained stable.

**Table 7. Headcount by Gender
Spring 2022 and Spring 2023**

	2022		2023	
	Headcount	Percent	Headcount	Percent
Female	7,294	50%	7,045	49%
Male	6,982	48%	7,179	50%
Non-Binary	1	0%	0	0%
Unknown	275	2%	268	2%
Total	14,552	100%	14,492	100%

Gender

- The spring quarter student population is has slightly more males (50%) than female (49%).

**Table 8. Headcount by Age at Term
Spring 2022 and Spring 2023**

	2022		2023	
	Headcount	Percent	Headcount	Percent
19 or less	5,178	36%	5,397	37%
20-24	4,876	34%	4,863	34%
25-39	3,219	22%	2,899	20%
40 +	1,279	9%	1,333	9%
Total	14,552	100%	14,492	100%

Age at Term

- Like last spring quarter, students age 19 or less comprised the largest share of students at 37%, followed by those age 20 to 24 (34%).

**Table 9. First-Generation College Status
Spring 2022 and Spring 2023**

	2022		2023	
	Headcount	Percent	Headcount	Percent
First-Generation College	3,944	27%	3,877	27%
Non First-Generation College	9,798	67%	9,843	68%
Unknown	810	6%	772	5%
Total	14,552	100%	14,492	100%

First Generation Status

- Students who self-reported being the first in their family to attend college accounted for 27% of all spring 2023 students.

**Table 10. Low Income Status
Spring 2022 and Spring 2023**

	2022		2023	
	Headcount	Percent	Headcount	Percent
\$0-\$50,000	3,493	24%	5,915	41%
\$50,001 and above	10,986	75%	8,566	59%
Unknown	73	1%	11	0%
Total	14,552	100%	14,492	100%

Question: What is your family income from the past year? Family income would include the income of you and family members living with you from all sources including jobs as well as other sources such as rents, welfare payments, social security, pensions, or even interest from stocks, bonds, or savings.

Low Income Status

- Less than half (41%) of spring 2023 students self-reported their annual household income is less than \$50,000, up 17 percentage points from the prior spring term.

**Table 11. Educational Goal
Spring 2022 and Spring 2023**

	2022		2023	
	Headcount	Percent	Headcount	Percent
Transfer	10,044	69%	9,949	69%
Degree	1,201	8%	1,178	8%
Certificate	470	3%	466	3%
All Other	2,837	19%	2,899	20%
Total	14,552	100%	14,492	100%

Educational Goal

- Students with a goal of transfer comprised the majority of students in spring 2023 quarter (69%). Students who want to earn a degree or certificate remained stable at 8% and 3%, respectively.
- Students with an educational goal other than transfer, degree, or certificate is 20%. The “all other” category includes vocational training and job recertification.

**Table 12. Top 15 Counties of Residence
Spring 2022 and Spring 2023**

	2022	2023	Change
	Headcount	Headcount	% Change
Santa Clara County	11,940	12,002	1%
Alameda County	668	619	-7%
San Mateo County	346	395	14%
Outside CA	384	356	-7%
Contra Costa County	109	118	8%
Santa Cruz County	136	116	-15%
San Joaquin County	147	110	-25%
Sacramento County	105	103	-2%
Los Angeles County	118	95	-19%
San Francisco County	91	87	-4%
San Benito County	71	51	-28%
Orange County	28	45	61%
Stanislaus County	38	45	18%
Riverside County	24	37	54%
San Diego County	27	35	30%

County of Residence

- Within California, students residing within Santa Clara County comprised the largest enrollment group (83%), followed by Alameda County (4%) and San Mateo County (3%).
- In spring 2023, headcount increased in Santa Clara County by 62 students, followed by San Mateo (49), Orange County (17) and Riverside (13) counties.

**Table 13. Headcount by Zip Code Grouping as a Percent of Total
Spring 2022 and Spring 2023**

	2022		2023	
	HC	% of Total	HC	% of Total
S Santa Clara County (Sj west 880/101)	4,136	28%	4,074	28%
Service Area 1 (Cupertino, Sunnyvale, Santa Clara (part of), San Jose (part of), Saratoga (part of))	3,462	24%	3,569	25%
E Santa Clara County (Alviso, Milpitas, Sj east 880/101)	2,947	20%	2,917	20%
CA Outside Bay Area Region	840	6%	748	5%
W Santa Clara County (Campbell, Los Gatos, Monte Sereno, Santa Clara (rest of), Saratoga (rest of))	726	5%	686	5%
Service Area 2 (Los Altos, LA Hills, Mt. View, Palo Alto, Stanford)	405	3%	490	3%
S Alameda County (Fremont, Newark, Union City)	458	3%	421	3%
Outside CA	384	3%	356	2%
S Peninsula (Atherton, Belmont, E PA, Foster City, Menlo Park, Redwood City, San Carlos, San Mateo)	280	2%	327	2%
Other Santa Clara County (Morgan Hill, Gilroy, San Martin)	264	2%	266	2%
Alameda County (rest of)	210	1%	198	1%
Other Bay Area Region	177	1%	192	1%
N Santa Cruz County (Ben Lomand, Boulder Creek, Felton, Santa Cruz, Scotts Valley)	106	1%	93	1%
San Francisco County	91	1%	87	1%
N Peninsula (Brisbane, Burlingame, Colma, Daly City, Hillsborough, Millbrae, San Bruno, S SF)	48	0%	46	0%
W Peninsula (El Granada, Half Moon Bay, La Honda, Ladera, Montara, Moss Beach, Pacifica, Pescadero, Portola Valley, Woodside)	18	0%	22	0%
Total	14,552	100%	14,492	100%

Zip Code Grouping

- Most students reside from within Santa Clara County, specifically west of highway 880/101, which accounted for 28% of all spring 2023 students.
- The second largest area where the college attracted students was from the immediate service area of Cupertino and Sunnyvale (25%), followed by East Santa Clara County consisting of Alviso, Milpitas and east of highway 880 (20%).

**Table 14. Top California Cities of Residence – Over 50 Headcount
Spring 2022 and Spring 2023**

	Spring 2022	Spring 2023	% Change
San Jose	7,201	7,140	-1%
Sunnyvale	1,134	1,159	2%
Cupertino	1,073	1,140	6%
Santa Clara	799	769	-4%
Milpitas	469	449	-4%
Outside CA	384	356	-7%
Fremont	327	291	-11%
Mountain View	203	243	20%
Campbell	251	242	-4%
Saratoga	178	196	10%
Los Gatos	171	156	-9%
Morgan Hill	144	150	4%
Los Altos	114	130	14%
Palo Alto	83	111	34%
East Palo Alto	91	109	20%
Gilroy	106	101	-5%
Redwood City	85	87	2%
San Francisco	91	87	-4%
Newark	77	70	-9%
Union City	54	60	11%
Sacramento	54	56	4%
San Mateo	47	56	19%

City of Residence

- Half of all spring 2023 students reside in San Jose (53%), followed by Sunnyvale (9%), Cupertino (8%) and Santa Clara (6%). Among these four cities, Sunnyvale and Cupertino saw an increase in headcounts of 25 and 67, respectively.
- Other cities where headcounts increased by double digits include Mountain View (40), Palo Alto (28), Saratoga (18), East Palo Alto (18) and Los Altos (16).

De Anza College Office of Institutional Research and Planning

To: Senior Staff

From: Lisa Ly, Senior Research Analyst

Date: May 23, 2023

Subject: Transfers to Four-Year Institution, 2021-22

Overview:

This report reflect data for De Anza College students who transferred to the University of California (UC), California State University (CSU), in-state private or out-of-state institutions between 2017-18 and 2021-22.

Methodology:

Transfer data were externally sourced and accessed on May 22, 2023 from the following websites:

- University of California Office of the President - <https://www.universityofcalifornia.edu/infocenter/admissions-source-school>
- California State University Chancellor's Office - <https://www2.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx>
- California Community Colleges Chancellor's Office - https://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx

Summary:

Transfer by Institution Type

- In 2021-22, De Anza students continued to transfer primarily to a CSU (1,533), followed by UC (1,094), out-of-state (167) and in-state private (36) institution.
- When compared to the previous year, transfer headcounts increased to the UC (12%) but decreased to CSU (5%), out-of-state (9%) and in-state private (25%) institutions. Overall, total transfers were relatively flat, increasing by 8 or 0.3%.

UC Transfer

- The UC system provides data on transfer applicants, admits and enrollees. The headcounts of De Anza students who applied and were admitted increased in 2021-22 from the prior year by 191 (15%) and 116 (12%), respectively. The admittance rate was 78% and International (84%), Asian (77%) and white (77%) students had the highest admittance rates. Black students consistently have the lowest rate of UC admits. Their admittance rate in 2021-22 was 61%, a one percentage point increase from the year prior.
- De Anza student' enrollment rate to the UC system in 2021-22 was 73%. International (76%) and Asian (74%) students had the highest enrollment rates, followed by white (69%), Latinx (64%) and Black (63%) students.
- San Diego (207), Berkeley (188) and Davis (163) were the top three UC destinations.

CSU Transfer

- In 2021-22, the total number of CSU transfers decreased by 79 from the prior year, 1,612 to 1,533. San Jose (956), San Francisco (164) and Cal State East Bay (125) were the top three top CSU destinations.
- Asian/Pacific Islander (41%) and Latinx (25%) students comprised the majority of De Anza students who transferred to a CSU campus.

In-State Private and Out-of-State Transfer

- More De Anza students transferred to an out-of-state institution than an in-state private institution, 82% vs. 18%. Transfer headcount to in-state private and out-of-state institutions declined in 2021-22 from the prior year by 12 and 17 students, respectively. The declining trend is consistent since 2015-16.
- The top four in-state private institutions students transferred to were Academy of Art University, Devry University, National University and University of San Francisco.
- The top four out-of-state transfer destinations were Arizona State University (AZ), Southern New Hampshire University (NH), University of Phoenix (AZ; online) and Western Governors University (UT; online).

Transfer Comparison with Neighboring Community Colleges

- Among the nine community colleges in the Foothill-De Anza, San Jose-Evergreen, San Mateo County and West Valley-Mission Community College Districts, De Anza College had the most total transfers (2,830), followed by Foothill (1,036) and Evergreen (851).
- When compared to the previous year, West Valley had the highest transfer headcount increase (+87), followed by San Jose City (+39), Cañada (+14) and De Anza (+8). Transfer count decreased by 24 to 129 students for Evergreen, San Mateo, Mission, Skyline and Foothill Colleges.

A. Transfer by Institution Type

- As in the years prior, the majority of De Anza students who transferred to a four-year institution in 2021-22 were more likely to transfer to a CSU (1,533), followed by UC (1,094), out-of-state (167) and in-state private (36) institution.
- Overall transfer headcount was relatively unchanged, increasing by 8 (0.3%) from 2020-21 to 2021-22.

Table 1:

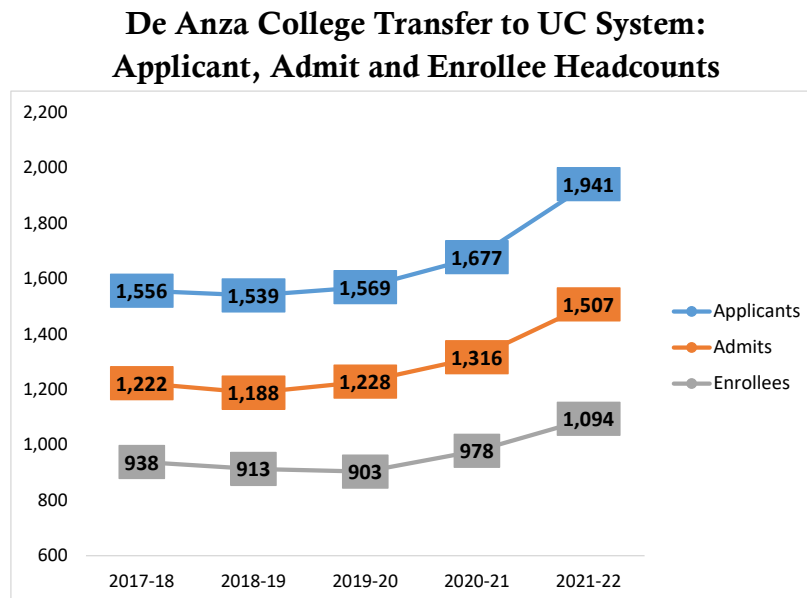
Institution Type	2017-18	2018-19	2019-20	2020-21	2021-22	2020-21 to 2021-22	
	Enrollees	Enrollees	Enrollees	Enrollees	Enrollees	Change	% Change
UC System	938	913	903	978	1,094	116	12%
CSU System	1,615	1,572	1,411	1,612	1,533	-79	-5%
In-State Private	74	66	57	48	36	-12	-25%
Out-of-State	208	198	196	184	167	-17	-9%
Total	2,835	2,749	2,567	2,822	2,830	8	0.3%

B. University of California

B1. Transfer Admittance and Enrollment Headcount Trend

- De Anza students who applied and were admitted to the UC system in 2021-22 was 1,941 and 1,507, respectively. This represented an increase of 15% over the prior year for both categories. A total of 1,094 students enrolled, an increase of 116 students (12%) from 2020-21.

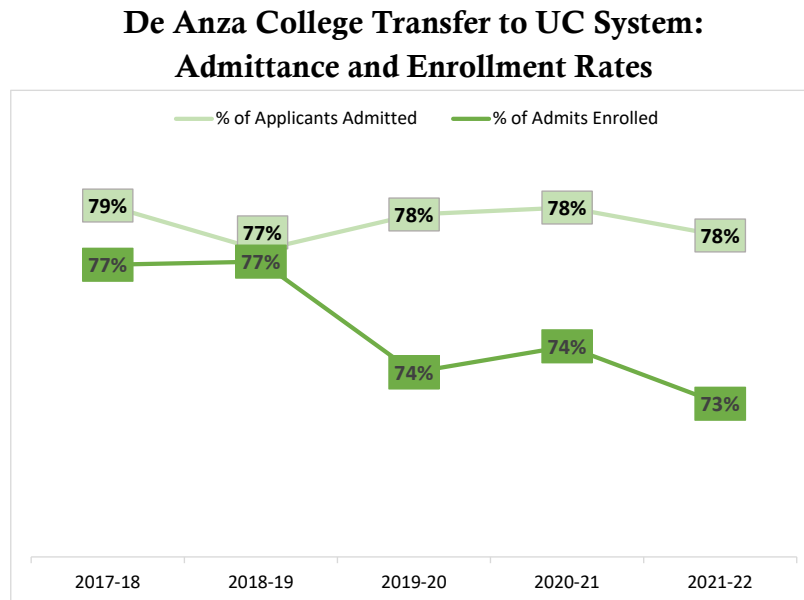
Figure 1:



B2. Transfer Admittance and Enrollment Rate

- Similar to the prior years, the admittance rate of those who applied was 78%.
- The enrollment rate of those admitted was 74%, the lowest rate over the past five years.

Figure 2:

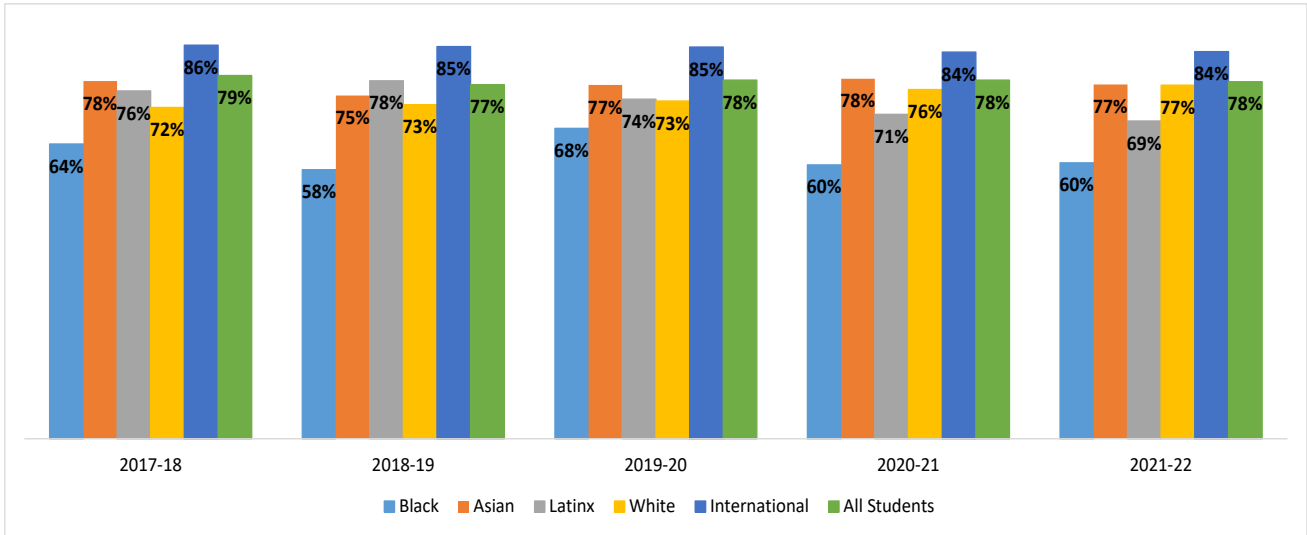


B3. Transfer Admittance and Enrollment Rate by Ethnicity

- De Anza’s Asian and International students continue to comprise the majority of applicants, admits and enrollees to the UC campus. In 2021-22, they accounted for 72% of all applicants, 74% of all admits and 76% of all enrollees. For details on the admittance and enrollment of each student group by year, see [Appendix A](#).
- Figure 3 provides the admittance rate by ethnicity. Consistent with prior years, International (84%), Asian (77%) and white (77%) had the highest admittance rates in 2021-22. All other ethnic groups’ admittance rates trailed the average rate of 78% with the lowest rate observed for Black (60%) and Latinx (69%) students.
- Figure 4 provides the enrollment rate by ethnicity. International (76%) and Asian (74%) students had the highest enrollment rates in 2021-22. Black (63%), Latinx (64%) and white (69%) student enrollment rates trailed the average rate of 73%. The enrollment rates for Black and International students improved from 2020-21 to 2021-22 by 2 and 3 percentage points, respectively, whereas Asian, Latinx and white student groups’ rates decreased over the same time period.

Figure 3:

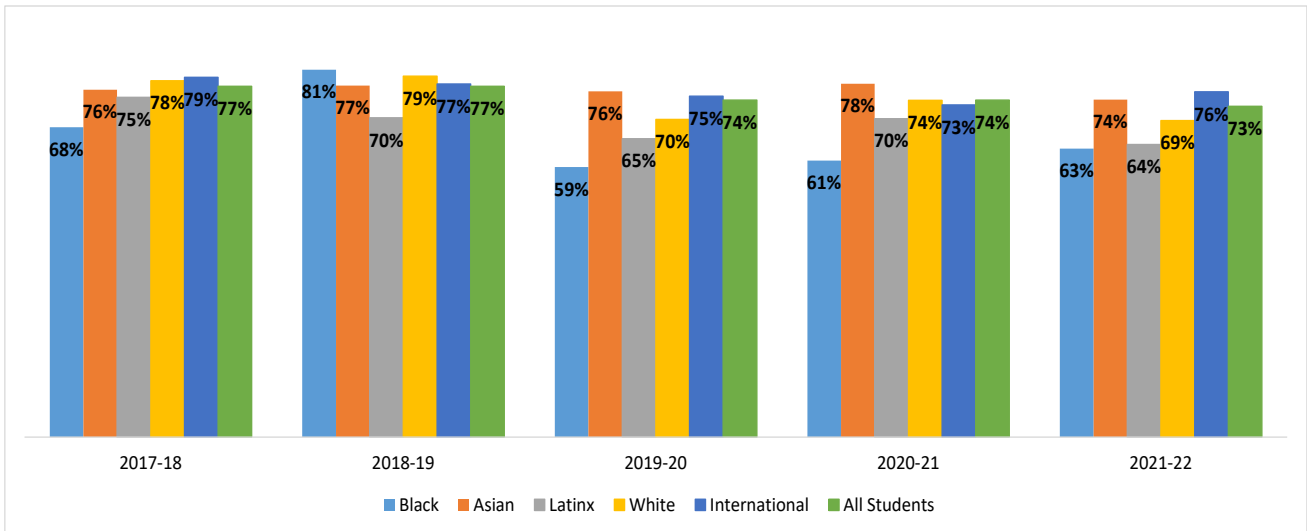
De Anza College Transfer to UC System: Admittance Rate by Ethnicity



Applicants fewer than five and admits or enrollees fewer than three are not reported by the UCOP Infocenter. As a result, data for Native American and Unknown ethnic groups are not consistently reported each year; and therefore, they are not displayed in the figure.

Figure 4:

De Anza College Transfer to UC System: Enrollment Rate by Ethnicity



Applicants fewer than five and admits or enrollees fewer than three are not reported by the UCOP Infocenter. As a result, data for Native American and Unknown ethnic groups are not consistently reported each year; and therefore, they are not displayed in the figure.

B4. Transfer by Campus

- San Diego (207), Berkeley (188) and Davis (163) continued to be the top three UC destinations for De Anza students in 2021-22, accounting for 51% of all transfers to the UC system. Santa Cruz (138), Irvine (134) and Los Angeles (125) accounted for another 36%.

- Compared to the prior year, De Anza transfer headcounts increased the most to Irvine (+56), followed by Santa Cruz (+39), Riverside (+20), San Diego (+17), Berkeley (+13), Davis (+6) and Merced (+3). In contrast, transfer headcount decreased the most to Santa Barbara (-22) and Los Angeles (-16).

Table 2:

De Anza College Transfer to UC System: Transfer by Campus

UC Campus	2017-18	2018-19	2019-20	2020-21	2021-22	2020-21 to 2021-22	
	Enrollees	Enrollees	Enrollees	Enrollees	Enrollees	Change	% Change
Berkeley	193	106	143	175	188	13	7%
Davis	199	200	196	157	163	6	4%
Irvine	105	76	77	78	134	56	72%
Los Angeles	93	100	92	141	125	-16	-11%
Merced	-	5	-	5	8	3	60%
Riverside	19	37	30	35	55	20	57%
San Diego	173	155	182	190	207	17	9%
Santa Barbara	74	100	74	98	76	-22	-22%
Santa Cruz	81	134	108	99	138	39	39%
Total	937	913	902	978	1,094	116	12%

Applicants fewer than five and admits or enrollees fewer than three are not reported by the UCOP Infocenter and data are denoted by “-”. Summing the enrollee count by campus will not necessarily match the UC system (aggregate) total.

- Table 3 provides the average GPA of De Anza applicants, admits and enrollees to the UC system. Focusing on the top three UC campuses students transferred to (i.e. San Diego, Berkeley and Davis), the average GPA of admitted students were 3.75, 3.78 and 3.71, respectively.

Table 3:

**De Anza College Transfer to UC System:
Average GPA by Campus, 2021-22**

UC Campus	Applicants GPA	Admits GPA	Enrollees GPA
Berkeley	3.61	3.78	3.79
Davis	3.50	3.71	3.63
Irvine	3.55	3.81	3.78
Los Angeles	3.61	3.91	3.91
Merced	3.29	3.45	3.18
Riverside	3.35	3.50	3.27
San Diego	3.57	3.75	3.68
Santa Barbara	3.55	3.77	3.61
Santa Cruz	3.39	3.54	3.29
Total	3.52	3.63	3.65

Applicants fewer than five and admits or enrollees fewer than three are not reported by the UCOP Infocenter and data are denoted by “-”.

C. California State University

C1. Transfer by Campus

- In 2021-22, the total number of CSU transfers decreased by 79 from the prior year, 1,612 to 1,533. As before, San Jose (956), San Francisco (164) and Cal State East Bay (125) were the top three top CSU destinations for De Anza students. These three campuses accounted for the largest share of De Anza transfer students (81%) to the CSU system.
- From 2020-21 to 2021-22, De Anza transfer headcounts increased the most to Sacramento (+17), followed by Monterey (+13), San Francisco (+11), Los Angeles (+9), San Diego and San Luis Obispo (+8 each). San Jose had the largest transfer headcounts decrease (-122), followed by Long Beach (-10), Humboldt (-7), Fresno and East Bay (-5 each).

Table 4:

De Anza College Transfer to CSU System: Transfer by Campus

CSU Campus	2017-18	2018-19	2019-20	2020-21	2021-22	2020-21 to 2021-22	
	Enrollees	Enrollees	Enrollees	Enrollees	Enrollees	Change	% Change
Bakersfield	4	1	3	2	0	-2	-100%
Channel Islands	1	3	2	3	2	-1	-33%
Chico	23	20	19	17	18	1	6%
Dominguez Hills	4	5	7	8	5	-3	-38%
East Bay	170	143	94	130	125	-5	-4%
Fresno	4	4	8	8	3	-5	-63%
Fullerton	10	15	12	18	20	2	11%
Humboldt	10	13	5	12	5	-7	-58%
Long Beach	28	29	36	37	27	-10	-27%
Los Angeles	9	8	3	9	18	9	100%
Maritime	3	1	0	0	2	2	-
Monterey Bay	14	26	23	13	26	13	100%
Northridge	17	18	8	12	10	-2	-17%
Pomona	21	27	13	18	19	1	6%
Sacramento	31	36	41	35	52	17	49%
San Bernardino	2	2	1	2	2	0	0%
San Diego	19	14	21	25	33	8	32%
San Francisco	192	164	135	153	164	11	7%
San Jose	1,011	1,002	951	1,078	956	-122	-11%
San Luis Obispo	23	18	17	12	20	8	67%
San Marcos	-	-	2	1	6	5	500%
Sonoma	8	9	8	10	11	1	10%
Stanislaus	11	14	2	9	9	0	0%
Total	1,615	1,572	1,411	1,612	1,533	-79	-5%

C2. Transfer by Ethnicity

- Asian/Pacific Islander (41%) and Latinx (25%) students comprised the majority of De Anza students who transferred to a CSU campus. This finding is consistent with previous years.
- While overall transfer headcounts to a CSU declined by 79 from the prior year, Latinx (+10) and Black (+3) student groups saw headcount increased.

Table 5:

De Anza College Transfer to CSU System: Transfer by Ethnicity

Ethnicity	2017-18		2018-19		2019-20		2020-21		2021-22		2020-21 to 2021-22	
	Enrollees	Percent	Enrollees	Percent	Enrollees	Percent	Enrollees	Percent	Enrollees	Percent	Change	% Change
Black	51	3%	44	3%	33	2%	34	2%	37	2%	3	9%
Asian/Pacific Islander	679	42%	661	42%	556	39%	657	41%	634	41%	-23	-4%
Latinx	334	21%	345	22%	328	23%	380	24%	390	25%	10	3%
Native American	0	0%	0	0%	1	0%	2	0%	1	0%	-1	-50%
White	229	14%	213	14%	202	14%	213	13%	209	14%	-4	-2%
International	193	12%	195	12%	178	13%	206	13%	151	10%	-55	-27%
Unknown	129	8%	114	7%	113	8%	120	7%	111	7%	-9	-8%
Total	1,615	100%	1,572	100%	1,411	100%	1,612	100%	1,533	100%	-79	-5%

Unknown includes two or more ethnicities and decline to state.

D. In-State Private and Out-of-State

D1. Transfer by Institution Type

- In 2021-22, among De Anza students who transferred to an in-state private or out-of-state institution, the majority of them opted for an out-of-state institution (82%).
- Transfer headcount to in-state private and out-of-state institutions declined in 2021-22 from the prior year by 12 and 17 students, respectively. The declining trend is consistent since 2015-16.

Table 6:

De Anza College Transfer to In-State Private and Out-of-State Institutions

Institution Type	2017-18		2018-19		2019-20		2020-21		2021-22		2020-21 to 2021-22	
	Enrollees	Percent	Enrollees	Percent	Enrollees	Percent	Enrollees	Percent	Enrollees	Percent	Change	% Change
In-State Private	74	26%	66	25%	57	23%	48	21%	36	18%	-12	-25%
Out-of-State	208	74%	198	75%	196	77%	184	79%	167	82%	-17	-9%
Total	282	100%	264	100%	253	100%	232	100%	203	100%	-29	-13%

D2. Top Transfer to In-State Private and Out-of-State Institutions

The top four in-state private and out-of-state institutions De Anza students transferred to in 2021-22 is provided in Table 7.

- In-State Private: Devry University and National University have multiple campus locations throughout California, whereas Academy of Art and University of San Francisco are located within the Bay Area.
- Out-of-State: University of Phoenix and Western Governors University are marketed as online institutions.

Table 7:

De Anza College Top 4 Transfer to In-State Private and Out-of-State Institutions

Institution Type	2017-18	2018-19	2019-20	2020-21	2021-22	Change 2020-21 to 2021-22	
	Enrollees	Enrollees	Enrollees	Enrollees	Enrollees	Change	% Change
In-State Private							
Academy of Art University, San Francisco	4	8	2	3	4	1	33%
Devry University-California (multiple locations)	3	2	3	4	3	-1	-25%
National University (multiple locations)	4	5	4	4	3	-1	-25%
University of San Francisco, San Francisco	6	2	5	0	3	3	-
Out-of-State							
Arizona State University, AZ	14	23	20	18	18	0	0%
Southern New Hampshire University, NH	8	12	12	18	18	0	0%
University Of Phoenix, AZ (online)	15	14	10	4	11	7	175%
Western Governors University, UT (online)	20	18	17	24	10	-14	-58%

E. Transfer Comparison with Neighboring Community Colleges

This section compares the transfer headcount of community colleges in the Foothill-De Anza, San Jose-Evergreen, San Mateo County and West Valley-Mission Community College Districts.

- In 2021-22, De Anza College had the most transfer headcount, totalling 2,830 students. This finding is consistent by institution type as well, except for in-state private. Foothill College had the second highest total transfers at 1,036.

Table 8:

Transfer Headcount by Community College

2021-22									
Institution Type	De Anza	Cañada	Evergreen	Foothill	Mission	San Jose City	San Mateo	Skyline	West Valley
	Enrollees	Enrollees	Enrollees	Enrollees	Enrollees	Enrollees	Enrollees	Enrollees	Enrollees
UC System	1,094	85	75	427	80	62	281	139	178
CSU System	1,533	179	646	432	316	359	409	481	507
In-State Private	36	15	30	37	21	24	32	23	38
Out-of-State	167	46	100	140	64	83	87	65	121
Total	2,830	325	851	1,036	481	528	809	708	844

- When compared to the previous year, West Valley had the highest transfer headcount increase (+87), followed by San Jose City (+39), Cañada (+14) and De Anza (+8). Transfer count decreased by 24 to 129 students for Evergreen, San Mateo, Mission, Skyline and Foothill Colleges.

Table 9:

Change in Transfer Headcount by Community College

Change 2020-21 to 2021-22																		
Institution Type	De Anza		Cañada		Evergreen		Foothill		Mission		San Jose City		San Mateo		Skyline		West Valley	
	Chg	% Chg	Chg	% Chg	Chg	% Chg	Chg	% Chg	Chg	% Chg	Chg	% Chg	Chg	% Chg	Chg	% Chg	Chg	% Chg
UC System	116	12%	2	2%	-14	-16%	-16	-4%	7	10%	0	0%	-3	-1%	-1	-1%	19	12%
CSU System	-79	-5%	-1	-1%	-12	-2%	-64	-13%	-83	-21%	27	8%	-38	-9%	-108	-18%	38	8%
In-State Private	-12	-25%	0	0%	2	7%	-14	-27%	-5	-19%	6	33%	3	10%	-8	-26%	14	58%
Out-of-State	-17	-9%	13	39%	0	0%	-35	-20%	4	7%	6	8%	9	12%	6	10%	16	15%
Total	8	0.3%	14	5%	-24	-3%	-129	-11%	-77	-14%	39	8%	-29	-3%	-111	-14%	87	11%

Appendix A: De Anza College Transfer to UC System: Admittance and Enrollment by Ethnicity

Ethnicity	2017-18					2018-19					2019-20					2020-21					2021-22				
	Appl.	Admit	Admit	Enrl.	Enrl.	Appl.	Admit	Admit	Enrl.	Enrl.	Appl.	Admit	Admit	Enrl.	Enrl.	Appl.	Admit	Admit	Enrl.	Enrl.	Appl.	Admit	Admit	Enrl.	Enrl.
African American	39	25	64%	17	68%	53	31	58%	25	81%	40	27	68%	16	59%	47	28	60%	17	61%	50	30	60%	19	63%
Asian	671	522	78%	398	76%	646	482	75%	372	77%	668	514	77%	390	76%	723	566	78%	439	78%	901	694	77%	514	74%
Latinx	156	118	76%	88	75%	176	137	78%	96	70%	153	113	74%	74	65%	146	103	71%	72	70%	178	123	69%	79	64%
Native American	5	4	80%	-	-	-	-	-	-	-	-	-	-	-	-	4	4	100%	-	-	-	-	-	-	-
White	204	147	72%	115	78%	179	130	73%	103	79%	207	152	73%	106	70%	212	161	76%	119	74%	264	203	77%	141	69%
Unknown	31	21	68%	-	-	-	-	-	-	-	-	-	-	-	-	-	37	-	-	-	43	32	74%	19	59%
International	450	385	86%	304	79%	448	382	85%	296	77%	466	397	85%	297	75%	496	417	84%	304	73%	500	421	84%	319	76%

Applicants fewer than five and admits or enrollees fewer than three are not reported by the UCOP Infocenter and data are denoted by “-”. UC Admissions by Source School Report avoids calculation of a redacted cell by having “unknown” category shown as a blank if any other category is redacted.

Degrees and Certificates, De Anza College

Who uses this report:

All users who need degree and certificate data.

What is this report:

This report provides the degree and certificate counts by college, division and department. Additionally, all users could explore degree and certificate awarded by ethnicity and gender.

Measures: Awards

Award Group	2018-19	2019-20	2020-21	2021-22	2022-23
Associate in Arts	1,240	947	1,057	926	798
Associate in Arts-Transfer	291	356	511	459	476
Associate in Science	141	114	131	138	106
Associate in Science-Transfer	502	514	689	702	612
Credit Certificate-Transcriptable	785	719	953	1,029	919
Noncredit Certificate				43	135
Total	2,959	2,650	3,341	3,297	3,046

Data loaded 29-Sep-2023

Admissions and Records (A&R)

Reflection Questions

- 1. Overview: Assess program, services, division during the 2019-20 year. Describe accomplishments, challenges and how challenges were addressed. Include evidence that illustrates accomplishments and challenges.**

The Admissions and Records (A&R) department is part of the enrollment services division. The department's responsibilities are diverse to include student matriculation—from application to graduation—and we are also charged with interpreting, implementing and monitoring regulatory guidance from the state and federal government.

Direct student support provide by A&R includes:

- Application management;
- Determining residency;
- Registration management;
- Grading policy management;
- Registration and academic policy exception petitions;
- Transcript processing and delivery;
- Enrollment verification letters required for student transfer, employment, housing, insurance, and social support services;
- Processing requests for records (subpoena, federal agencies, etc.); and
- Keeping confidential records for all students.

Indirect support services that A&R provides for the larger campus includes:

- Training faculty on Adobe forms, reporting census and grades;
- Monitoring missing census and grades, and providing following up on missing items;
- Collaborating with the Office of Curriculum and Scheduling to ensure successful registration for quarterly course offerings;
- Providing the programming and structure for the Dual Enrollment Program, Middle College Program, College Now Program, and Adult Education ([SB 554](#)) partnerships;
- Establishing the student matriculation foundations for a non-credit presence at De Anza;
- Collaborating with learning communities and special programs (Athletics, DSPS, EOPS, Non-Credit/CTE programs, etc.) to advise upon and maintain student cohort records;
- Collaborating with Financial Aid, Counseling and other support programs (Student Retention, Promise Program) to provide student data reporting, analysis and clean-up;

- Participation in the Appeal Review Committee (ARC) to review student probation and dismissal cases and student petition requests; as well as
- Data analysis and data reporting responsibilities for MIS reporting; 320 reporting and audit compliance.

Moreover, it is important to note that A&R maintains a leadership role in all technology programming (set up, transitions to new programs, and testing relating to any changes) for the college's and district's student information systems (Banner) and third-party applications and State issued platforms (CCCApplly application, MyPath, Online Education Initiative, Student Dashboard, Degreeworks, and more). Recent emergence of issues such as fraudulent applications, enrollment trends reporting, Banner browser time-out issues, and special program needs have increased significantly resulting in an increased data entry and data analysis workload for A&R. Much of this **workload is manual in nature** and requires dedicated hours for troubleshooting with campus partners.

Lastly, A&R is known as a central hub for any person or question that needs an answer. A&R is the college's unofficial help desk for prospective and current students, faculty, staff and the community. With an everchanging environment, A&R staff must constantly learn about new college and state guidelines and policies, as well as maintain a large knowledge base about services that may benefit our students, staff and faculty. A&R prides itself on having a dynamic team of kind spirited staff who do their best to respond to each and every inquiry relating not only to matriculation services, but to the college and community at large. Help desk offerings were available in-person and online via Zoom this year.

To attest to the large volume of students served, the team served almost **1,000 students within the first 50 hours** of the zoom help desk offerings in fall 2020. The A&R team is composed of 6.5 positions (1 Enrollment Services Supervisor, 1 A&R Supervisor, 2 Enrollment Services Specialists, 2 A&R Assistants and 1 part-time A&R assistant). Over the summer months of June through September--which covers our busiest seasons of summer and fall registration--A&R consistently had at least **1,800 emails** waiting for answers in the general webregda@deanza.edu email inbox. Additional highlights of work process productivity, again the majority of which are processed manually, can be found below.

<i>Admissions & Records Productivity Highlights</i>		
<i>Process</i>	<i>Count</i>	<i>Reporting Source</i>
Applications	26,965	CCCApplly Reporting Tool
Residency Determinations	1,103	BDM, Residency (Terms: SP20-W21)

Student Requests via Adobe Forms (Registration Requests, P/NP change grade options, high school permission forms, etc.)	8,279	Adobe Report (6/2020 - 4/2/21)
Registration and Academic Policy Petitions Processed (EW grades, late drops, etc.)	2,314	FormFlow Report (11/27/20 - 4/2/21)
Grade Changes and Incomplete Contracts Processed	400	Adobe Report (8/1/2020 - 4/1/21)
Transcript Orders Processed	47,930	Parchment Report (3/2020 – 4/2021)

2. Describe how program plans were met, including evidence that illustrate how these program plans were met.

Major plans for the academic year and outcomes are listed below:

Goal 1: Transition from paper to electronic forms using Adobe forms and workflows.

- The majority for A&R forms can now be found as an Adobe form or workflow. This allows our students to securely submit forms and materials to A&R electronically. Forms are now accessible [online](#).
- A&R continues to convert paper forms to electronic forms.

Goal 2: Meet the high volume of student and college demands (as outlined in question 1).

- Created training resources in Office365 for staff and established Wednesday staff trainings on Parchment transcript platform operations, verifications, Adobe forms, and other processes.
- With increased staff training, A&R continues our effort to provide timely and correct responses to inquiries submitted by our new and continuing students.
- Constant review and updating of new and continuing student matriculation materials on the college website.

Goal 3: Continued testing and monitoring of Banner 9 functions relating to applications, registration, and data integrity for annual reporting.

- A&R continued to participate in Banner 9 testing, troubleshooting, and providing recommendations for change.
- Banner 9 operations will continue to require dedicated A&R staff hours.

3. Describe your experience related to transition of remote work, including online services, instruction, and supporting students offsite during the pandemic.

The March 2020 COVID-19 shut down expedited already established plans to convert student forms to an electronic format. In addition, A&R launched a virtual help desk via Zoom. The team continues to learn new technology and software to better support our students in the online environment. Lastly, A&R created a COVID-19 funded temporary employment assignment (TEA) position to assist with COVID-19 related instructional offerings.

Feedback from A&R staff regarding the transition to working remote to provide online student services included:

- 1) A need for more technology training (zoom, Adobe, etc.);
- 2) A need for documented processes since staff can no longer ask question within the office space;
- 3) A need to access office hardware including district laptop, printer, fax, scanner and internet;
- 4) ETS support for downloading and accessing software and other applications; as well as
- 5) A need to adapt business practices given delays in receipt of postal mail.

4. Describe how Student Equity goals were met and any improvements that were made. Include evidence that illustrate how goals were met using institutional data.

A&R can be considered a silent partner in achieving the [college's student equity goals](#) as we provide direct and indirect support to all equity initiatives.

- *Access-Enrollment* – A&R manages the CCCApply application and provides direct assistance to students when completing the application; coordinates application processes with special populations ([AB 540](#) students; Adult Education, High School Dual Enrollment, as Outreach Application Workshops); as well as provides referrals to college resources like Outreach, Counseling, Financial Aid, etc.
- *Retention* – A&R provides direct student matriculation support to all populations including those groups experiencing disproportionate impact as well as referrals to college resources like Outreach, Counseling, and Financial Aid. A&R also participates in ARC to review student probation and dismissal cases as well as the review of student petitions.
- *Transfer to a Four-Year University* – A&R supports student transfer goals by providing transcripts services, enrollment verification letters (College Reports, Dean's Reports, etc.), as well as referrals to college resources like the Transfer Center, Evaluations, and Counseling.
- *Attained the Vision Goal Completion Definition (earned associate degree or credit certificate over 18 units)* – A&R supports student goal completion by providing transcripts services, enrollment verification letters (College Reports, Dean's Reports, etc.), as well as referrals to college resources like the Transfer Center, Evaluations, and Counseling.

5. Describe the impact of the 2020 pandemic and all of the associated events have had on the students served by the program. Share what the program review data reveals about the corresponding impacts of the current circumstances.

Student, staff, faculty and community feedback on the transition to receiving remote services due to the 2020 pandemic included:

- 1) Appreciation for the convenience help desk offered in zoom (folks could contact us from anywhere; no commute or parking barriers).
- 2) Frustration with A&R response time to inquiries and having to wait in the virtual help desk queue.
- 3) Requests for 24-hour technical support for MyPortal password resets and registration issues relating to Banner outages and browser issues.
- 4) Frustration with the inability to “see someone” in person to provide technical support for Canvas, Zoom, and other instructional and college technology and applications.
- 5) Overall frustration with the pandemic’s impact on daily life.

Program review data tells us that A&R will continue to require more staff positions, both permanent and temporary, as we move our business operations to the online environment. While the college may be able to meet A&R staff needs with technological training, and software and hardware solutions, the same needs—access to technical support as well as software and hardware to accomplish tasks—are expressed by the students, staff and faculty served by A&R. A&R’s online business operations (Adobe sign and Zoom) have allowed us to account for vast amounts of students served. We now seek investment by the college to provide us with the resources required to meet student and campus demands.

6. Describe resource needs based on current programs and services to effectively and efficiently serve students.

Due to the high-volume service areas that A&R is responsible for coupled with the manual nature of A&R work processes, the department requires additional staff positions, both temporary and permanent to effectively and efficiently serve students. Resource needs are outlined below:

- A&R supervisor, at the lower level
- Program Coordinator II
- Convert the part-time A&R front desk position to a full-time position to ensure prompt response to student inquiries.
- Ongoing funding for a minimum of 2 temporary employee assignment (TEA) positions to meet the seasonal demands and special project needs.
- Ongoing funding for at least 3 student employee positions to meet the seasonal demands.

7. Other Relevant Information, including future anticipated goals.

To meet the growing demands of direct and indirect student matriculation needs, A&R seeks the college's commitment to funding staff positions to ensure that we can:

- Support the college's growing programs within the dual enrollment arena (high school and adult school partnerships) and disproportionate impacted communities. These populations require A&R to provide high touch support to the student and their parents who are new to the community college landscape.
- Meet the growing technical demands posed by our ETS partners on projects such as the Online Education Initiative (OEI), Banner 9 testing and maintenance, fraudulent application monitoring, and more).
- Meet data reporting needs requested by our campus partners (Student Retention, MPS, Learning Communities, etc.) who rely on A&R to run enrollment reports, manually maintain student cohorts, and more.

Appendix F

OKR Worksheet

Objective	Key Results	Activities	People Involved	Timeframe
To matriculate, retain and help students establish and complete their educational goals.	Partnering with FHDA ETS to develop tech goals and track outcomes	Planning for student communication strategy Engaging staff/faculty in technology initiatives (new platforms)	A&R, Evaluations, Veterans Services Office, ETS	Weekly; progress documentation via FHDA Student Banner Meetings and ETS project tracker
	Enrollment and retention	Assist veterans with financial support and resources (financial aid, career advancement, workshops) Brainstorm for Dual Enrollment Programs supports (identify and evaluate needs) Evaluating Transfer, Graduation, Degree/Certificates outcomes and planning for changes, as needed	A&R, Evaluations, Veterans Services Office, Outreach, ETS	Quarterly; Census and Enrollment Reporting ; MIS Reporting



AB-705 Seymour-Campbell Student Success Act of 2012: matriculation: assessment. (2017-2018)

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Assembly Bill No. 705

CHAPTER 745

An act to amend Section 78213 of the Education Code, relating to community colleges.

[Approved by Governor October 13, 2017. Filed with Secretary of State October 13, 2017.
]

LEGISLATIVE COUNSEL'S DIGEST

AB 705, Irwin. Seymour-Campbell Student Success Act of 2012: matriculation: assessment.

(1) Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law, the Seymour-Campbell Student Success Act of 2012, provides that the purpose of the act is to increase California community college student access and success by providing effective core matriculation services of orientation, assessment and placement, counseling, and other education planning services, and academic interventions. Existing law prohibits a community college district or college from using any assessment instrument for the purposes of these provisions without the authorization of the board of governors.

This bill would require a community college district or college to maximize the probability that the student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe, and use, in the placement of students into English and mathematics courses in order to achieve this goal, one or more of the following: high school coursework, high school grades, and high school grade point average. The bill would authorize the board of governors to establish regulations governing the use of measures, instruments, and placement models to ensure that these measures, instruments, and placement models achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe, and that a student enrolled in English-as-a-second-language (ESL) instruction will enter and complete degree and transfer requirements in English within a timeframe of 3 years. The bill would also authorize the board of governors to establish regulations that ensure that, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community college maximizes the probability that a student will enter and complete the required college-level coursework in English and mathematics within a one-year timeframe.

The bill would prohibit a community college district or college from requiring students to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer-level coursework in English and mathematics. The bill would authorize a community college district or college to require students to enroll in additional concurrent support, including additional language support for ESL students, during the same semester that they take the transfer-level English or mathematics course, but only if it is determined that the support will increase their likelihood of passing the transfer-level English or mathematics course.

To the extent the bill would impose additional duties on community college districts and colleges, the bill would impose a state-mandated local program.

(2) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: yes

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. (a) The Legislature finds and declares all of the following:

(1) The California community college system is the nation's largest system of higher education, and a critical entry point to higher education and opportunities for upward mobility.

(2) California's community colleges identify more than 75 percent of its students as underprepared, and refer this overwhelming majority of students to remedial courses.

(3) The choice of assessment instruments and placement policies has serious implications for equity, since students of color are more likely to be placed into remedial courses.

(4) There are serious adverse consequences to a college incorrectly assigning a prepared student to remediation. These adverse consequences include discouraging some students from pursuing a postsecondary education, as well as burdening other students with higher educational costs and delaying their degree plans.

(5) Students placed into remediation are much less likely to reach their educational goals. According to the Student Success Scorecard, just 40 percent go on to complete a degree, certificate, or transfer outcome in six years, compared to 70 percent for students allowed to enroll directly in college-level courses.

(6) Numerous reputable studies suggest that community colleges are placing too many students into remediation and that many more students would complete transfer requirements in math and English if allowed to bypass remedial prerequisite courses and enroll directly in transfer-level English and math courses.

(7) Instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both of the above.

(8) The Board of Governors of the California Community Colleges has established rules to protect students from being excluded from courses in which they can be successful. This was in response to a Mexican American Legal Defense and Education Fund lawsuit that was settled in 1991 and was driven by concerns that assessment tests disproportionately placed Latino students into remedial prerequisite courses.

(9) Community colleges are prohibited from requiring students to take a prerequisite course unless they are highly unlikely to succeed in a higher-level course without it pursuant to Section 55003 of Title 5 of the California Code of Regulations, but this policy is not followed in practice. In math, broad exceptions allow community colleges to block students from courses in which they can be successful in the service of four-year university transfer policies.

(10) Colleges are also required to use multiple measures in determining course placement pursuant to Section 55522 of Title 5 of the California Code of Regulations, but Title 5 of the California Code of Regulations does not provide enough guidance in the use of multiple measures to ensure that students are not excluded from courses in which they can be successful.

(11) A 2016 report by the Public Policy Institute of California found that California community colleges still use placement tests extensively, and that the use of other student achievement measures for placement was sparse and unsystematic.

(12) There is evidence that when used as the primary criterion for placement, these tests tend to underplace students—leading colleges to assign students to remedial courses when those students could have succeeded in college-level courses. The reliance of test scores as the determinant factor for high-stakes placement decisions runs contrary to testing industry norms.

(13) Research shows that a student's high school performance is a much stronger predictor of success in transfer-level courses than standardized placement tests.

(14) The community college system is in a good position to improve placement practices. The system's Multiple Measures Assessment Project and Common Assessment Initiative have conducted deep and research-driven work on the use of high school performance to greatly improve the accuracy of the placement process.

(15) The Legislature has made significant investments to improve student assessment and placement. These investments most recently include the Community College Basic Skills and Student Outcomes Transformation Program grants, which are providing selected colleges with funding to redesign remedial assessment and placement, as well as curriculum and career pathways.

(16) The goal of this act is to ensure that students are not placed into remedial courses that may delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college-level course.

(b) It is the intent of the Legislature that the State Department of Education and the Chancellor's Office of the California Community Colleges work collaboratively to ensure timely access to data regarding high school performance for purposes of community college student placement.

SEC. 2. Section 78213 of the Education Code is amended to read:

78213. (a) No community college district or college may use any assessment instrument for the purposes of this article without the authorization of the board of governors. The board of governors may adopt a list of authorized assessment instruments pursuant to the policies and procedures developed pursuant to this section and the intent of this article. The board of governors may waive this requirement as to any assessment instrument pending evaluation.

(b) The board of governors shall review all assessment instruments to ensure that they meet all of the following requirements:

(1) Assessment instruments shall be sensitive to cultural and language differences between students, and shall be adapted as necessary to accommodate students with disabilities.

(2) Assessment instruments shall be used as an advisory tool to assist students in the selection of appropriate courses.

(3) Assessment instruments shall not be used to exclude students from admission to community colleges.

(c) The board of governors shall establish an advisory committee to review and make recommendations concerning all assessment instruments used by districts and colleges pursuant to this article.

(d) (1) (A) A community college district or college shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe, and use, in the placement of students into English and mathematics courses in order to achieve this goal, one or more of the following measures:

(i) High school coursework.

(ii) High school grades.

(iii) High school grade point average.

(B) Colleges shall use evidence-based multiple measures for placing students into English-as-a-second-language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years.

(C) Multiple measures shall apply in the placement of all students in such a manner so that either of the following may occur:

(i) Low performance on one measure may be offset by high performance on another measure.

(ii) The student can demonstrate preparedness and thus bypass remediation based on any one measure.

(D) When high school transcript data is difficult to obtain, logistically problematic to use, or not available, a community college district or community college may use self-reported high school information or guided

placement, including self-placement for students.

(E) The board of governors may establish regulations governing the use of these and other measures, instruments, and placement models to ensure that the measures, instruments, and placement models selected by a community college demonstrate that they guide English and mathematics placements to achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe and credit ESL students will complete transfer-level coursework in English within a timeframe of three years. The regulations should ensure that, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community college district or college maximizes the probability that a student will enter and complete the required college-level coursework in English and mathematics within a one-year timeframe.

(2) Notwithstanding Section 78218 or any other law, a community college district or college shall not require students to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer-level coursework in English and mathematics. A community college district or college may require students to enroll in additional concurrent support, including additional language support for ESL students, during the same semester that they take a transfer-level English or mathematics course, but only if it is determined that the support will increase their likelihood of passing the transfer-level English or mathematics course. The community college district or college shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded support and low or noncredit support options.

(e) For purposes of this section, "assessment" means the process of gathering information about a student regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.

SEC. 3. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.



AB 1705 IMPLEMENTATION GUIDE

Overview

This AB 1705 implementation guide follows [ESS 22-400-009](#), the AB 1705 implementation guidance memorandum released in December 2022 by the Chancellor's Office for California Community Colleges.

ESS 22-400-009 summarized the impressive progress made by California community colleges in addressing systemic barriers that disproportionately impeded students of color, low-income students, and students with disabilities from achieving essential English and math milestones to a degree and transfer. The memo provided an overview of key provisions of the law, synthesized new mandates into five required actions, and reinforced recommended strategies from the AB 705 Improvement Plans for on-going work to produce strong, equitable, timely completion of transfer-level English and math/quantitative reasoning courses that count for a certificate, degree or transfer within a desired major or program.

This implementation guide summarizes the key required actions of AB 1705 and provides further guidance on how colleges can fulfill these mandates. Review ESS 22-400-009 to gain a fuller understanding of the actual statute. AB 1705 mandates build on extensive research in response to AB 705 that is summarized here ([linked here](#)).

AB 1705 Implementation

AB 1705 applies to all California community college students with an academic goal of a certificate, degree or transfer. Importantly, it also applies to students without declared goals or with undecided goals until those goals are declared.

Students with such goals, in programs with math and English requirements, must start in courses that maximize the probability that they enter and they complete gateway transfer-level English and math/quantitative reasoning requirements for their program within a one-year timeframe of their initial attempt in the discipline.

The phrase *gateway transfer-level course* is used in this implementation guide as a short-hand for the lowest transfer-level course that satisfies the English or mathematics course requirements of the intended certificate or associate degree, or a course requirement for transfer within the intended major. The phrase *academic goal* is used as a short-hand for an academic goal of certificate, degree or transfer.

This implementation guide is organized around the required actions stated in [ESS 22-400-009](#).

AB 1705 Required Actions

1. By July 1, 2023, all United States high school graduates, and those who have received a high school equivalency certificate, regardless of background or special population status, who plan to pursue a certificate, degree, or transfer program, shall be directly placed into, and, when beginning coursework in English or mathematics/quantitative reasoning, enrolled in, transfer-level English and mathematics/quantitative reasoning courses.

Statute reference: §78213(i)

Pretransfer-level enrollment is only an option for students described in §78213 (j) as exceptions to transfer-level placement and enrollment and for whom enrollment in pretransfer-level math or English maximizes their likelihood of completing transfer-level coursework as described in §78213 (d).

Statute references: §78213(d), (j)

The language of “when beginning coursework in” is important in that neither AB705 nor AB1705 requires students to start English or mathematics immediately nor do they apply to programs without English or math/quantitative reasoning requirements.

Do either A or B to achieve compliance by July 1, 2023

- A. Continue or implement default placement and enrollment into transfer-level English and math/quantitative reasoning courses with no enrollments at the college in pretransfer-level English and math courses (including multi-term transfer-level “stretch” courses), unless the pretransfer-level courses are low-unit or non-credit corequisites to transfer-level courses.

OR

- B. Continue or implement default transfer-level placement and enrollment into English and math/quantitative reasoning courses with pretransfer-level or non-credit English and math enrollments restricted to specialized programs serving the following student populations identified in §78213(j)
- Students enrolled in a noncredit ESL course who have not graduated from a United States high school or been issued a high school equivalency certificate
 - Students with documented disabilities in educational assistance classes, as described in Section 56028 of Title 5 of the California Code of Regulations, who are otherwise not able to benefit from general college classes even with appropriate academic adjustments, auxiliary aids, and services
 - Students enrolled in adult education programs who have not graduated from a United States high school or been issued a high school equivalency certificate
 - Current high school students in dual enrollment
 - Students in career technical education programs seeking a certificate or associate degree with specific requirements, as dictated by the program’s advisory or accrediting body, that cannot be satisfied with transfer-level coursework.
 - Specific subgroups of students for whom a community college district or

community college has provided local research and data meeting the evidence standards of §78213(d) that allow for the placement and enrollment of the student subgroup into pretransfer-level mathematics or English coursework.

Option B requires colleges to clearly define and implement a mechanism for restricting access to pretransfer-level or non-credit courses that are not corequisites to transfer-level courses to student groups described in §78213(j), and to document that students enrolled are from the groups described in §78213(j). If a college's placement process results in pretransfer-level or non-credit English and math enrollments, aside from corequisite enrollments for transfer-level courses, for students other than those groups specified in §78213(j), then the college is not compliant with AB 1705.

2. Students shall begin in the transfer-level English and math/quantitative reasoning coursework that satisfies a course requirement for the student's intended certificate or associate degree or a requirement for transfer within the intended major.

Statute references: §78213 (e), (f), (g) and (i)(2)

U.S. high school graduates (or the equivalent) with an academic goal of certificate, degree or transfer shall begin in their gateway transfer-level course, or higher, in English and math/quantitative reasoning. If the student's intended program does not have specific English or math/quantitative reasoning requirements, the coursework shall satisfy transfer-level general education requirements in English or math/quantitative reasoning.

If a college has provided local research and data to verify the benefit of the placement and enrollment into transfer-level prerequisites to gateway courses as described in §78213 subdivisions (e) and (f), students can be placed and enrolled into the transfer-level prerequisite course. If the transfer-level prerequisite to the gateway courses is not validated, (1) the college shall not require or recommend the prerequisite to students, and (2) the U.S. high school graduate (or the equivalent) shall be placed and enrolled into the gateway course when they begin coursework in English or math/quantitative reasoning.

Validation of transfer-level prerequisites to gateway courses largely applies to the placement and enrollment of students into transfer-level math courses associated with lower division requirements for the major. For example, the [Transfer Model Curricula for Business Administration](#) includes applied calculus or finite math as an option but does not include college algebra; therefore, if a college requires some students to take college algebra before having access to applied calculus or finite math, the college will need to validate that this practice improves students' likelihood of successfully completing the applied calculus or finite math requirements for the business degree within one year as described in §78213 (e). Similarly, Calculus I is the lowest transfer-level math course that satisfies requirements for associate degrees based on the [Transfer Model Curricula for Physics](#). If a college requires a college algebra course and/or a trigonometry course as a prerequisite sequence for Calculus I, the college will need to validate such prerequisites as effective in improving students' likelihood of successful completion of Calculus I as described in §78213 (f).

Community colleges are encouraged to explore the impact of concurrent support as an alternative to transfer-level preparatory courses that are not part of the degree or transfer coursework for the

major, and are specifically encouraged to do so for the first STEM Calculus course. (Statute reference: §78213(g))

All colleges should conduct an audit of their degrees and transfer pathways to identify transfer-level prerequisites to students' required gateway coursework in English or math/quantitative reasoning.

Do either A or B to achieve compliance by July 1, 2023. (STEM programs have an extended deadline of July 1, 2024.)

A. Ensure that all students with an academic goal of certificate, degree or transfer begin English and math in an appropriate gateway transfer-level course that satisfies course requirements for the intended goal. For Option A, colleges ensure access, enrollment, and support opportunities.

(1) *ensure access*: placement rules and/or prerequisites give all students access to the transfer-level gateway courses for their programs or majors,

(2) *ensure enrollment*: no longer offer the transfer-level prerequisite if it does not satisfy specific math requirements for a degree or transfer within any major OR restrict enrollment in the transfer-level prerequisite to students seeking a degree or a major for which the course satisfies a transfer requirement for that degree or major, and

(3) *provide concurrent support*: for students with weaker high school math preparation and low high school GPA, provide concurrent support tailored to the gateway course, such as a low unit or non-credit corequisite course.

OR

B. Validate that the prerequisite to the gateway course meets the AB 1705 standards described in §78213(e) by acting in accordance with the statewide validation finding or replicating the validation study locally.

If the transfer-level prerequisite to the gateway courses is not validated, (1) the college shall not require or recommend the prerequisite to students, and (2) the U.S. high school graduate (or the equivalent) shall be placed and enrolled into the gateway course when they begin coursework in English or math/quantitative reasoning.

Timelines for validation:

- Non-STEM programs validate transfer-level prerequisites to gateway English and math/quantitative reasoning courses by July 1, 2023 and make changes if necessary by July 1, 2024 (additional guidance for this validation is forthcoming).
- STEM programs are limited to two transfer-level prerequisites prior to gateway STEM calculus after July 1, 2024. The college must validate the effectiveness of the transfer-level prerequisites to gateway STEM calculus as described in §78213(f) by July 1, 2024 and make changes if necessary by July 1, 2025 (additional guidance for this validation is forthcoming).

3. By July 1, 2023, a community college shall not require students to repeat coursework that they have successfully completed in high school or college or take coursework that repeats competencies that the student has demonstrated through other methods of credit for prior learning.

Statute references: §78213 (i)(3), also in §78213 (c)(3)(D)

This provision applies exclusively to courses that satisfy mathematics/quantitative reasoning. All colleges will need to update policies to comply with this provision.

High school math for placement and prerequisites: For the purposes of **placement or prerequisite clearance**, students cannot be required to repeat coursework that they have successfully completed in math in high school or college or through credit for prior learning. This mandate requires all colleges to make changes to their placement and prerequisite policies to honor successful completion (earning a grade of C or better) in high school math courses. For example, college calculus may have a prerequisite of college algebra or trigonometry or precalculus. A grade of C or better in a full year of high school precalculus should give the student access to an introductory engineering course with a precalculus prerequisite or to the gateway calculus course for calculus-based majors. Concurrent support can be required for students with low overall high school GPA or provided as an option for other students. For the purpose of placement, colleges shall honor a student's self-reported information about high school course taking and grades as stipulated in §78213 (c)(6).

High school math for math competency for non-transferable associate degrees: Satisfactory completion of a mathematics course at or above the level of Intermediate Algebra satisfies the math competency for the associate degree. Because students cannot be required to repeat coursework they successfully completed in high school, a grade of C or better in a math course at or above the level of high school Algebra 2 satisfies the math competency for the certificate or associate degree.

High school math for course credit: For the purpose of awarding course credit toward requirements for an associate degree for transfer, colleges may require a student to take a transfer-level math course that repeats a course they passed in high school if (1) the course satisfies a requirement for the transfer degree within the desired major and (2) the student's prior learning is not recognized by policies that are in place to award course credit. For example, consider a student who is seeking an AS-T in psychology, a degree that requires statistics. If the student passed statistics in high school with an A but does not meet the college's requirements for awarding course credit, such as a Statistics AP score at or above 3, the college can require the student to retake statistics. Similarly, awarding course credit toward satisfying general education requirements for the local non-transferable associate degree can be handled through existing processes at the college. Students seeking the local non-transferable associate degree are only exempt from transfer-level math placement and, when they begin in math/quantitative reasoning, direct transfer-level enrollment under very specific circumstances outlined in the law (78213 subsection (j)).

4. By July 1, 2023, a community college shall not enroll into non-credit coursework students who have graduated from a United States high school or been issued a high school equivalency certificate, as a substitute or replacement for direct placement and enrollment into transfer-level English and mathematics coursework.

Statute references: §78213 (i)(4)

Colleges shall only enroll U.S. high school graduates (or the equivalent) who have an academic goal of credit certificate, degree or transfer into non-credit math or English coursework if and when the student is concurrently enrolled in a transfer-level English or math/quantitative reasoning course.

To ensure compliance, colleges must restrict enrollment into other non-credit English and math courses to student groups defined as exemptions to transfer-level placement and enrollment in §78213 (j). This requires colleges to clearly define and implement a mechanism for restricting access to exempted populations.

Additional Clarifications and Required Actions

Concurrent Support

For students who need or desire extra academic support when enrolled in transfer-level math/quantitative reasoning or English, colleges shall provide access to tutoring, support-enhanced transfer-level coursework, concurrent low-unit credit or similar contact hour noncredit corequisite coursework for transfer-level math/quantitative reasoning or English, or other academic supports.

A college may require students to enroll in additional concurrent support, including additional language support for ESL students, if it is determined that the support will increase the student's likelihood of passing the transfer-level math/quantitative reasoning or English course. Colleges may require enrollment in corequisite support for (1) students in the lowest high school GPA bands of the default placement rules or (2) students who have not previously completed prerequisite coursework to gateway transfer-level math. Given both state and national research has consistently shown that corequisite remediation produces higher completion of transfer-level coursework when compared to prerequisite remediation, validation of the effectiveness of corequisite support is not currently required but is encouraged locally to ensure the effectiveness of the local implementation.

Changes to Placement, Including Guided Placement or Self-Placement

Colleges are still required to use high school transcript data to place students into English and math coursework.

Colleges must use self-reported high school information when transcript data is not available; this is not optional but required.

High school grade point average as a composite of student performance over multiple years of high school coursework is a sufficient use of multiple evidence-based measures.

Guided placement and self-placement shall not result in placement or enrollment below the transfer-level or into transfer-level coursework that does not satisfy requirements for the student's program of study.

Clarifications on Specific Prohibitions

Colleges are specifically prohibited from placing or enrolling students into pretransfer-level English or math/quantitative reasoning coursework, or transfer-level English or math/quantitative reasoning coursework that does not satisfy requirements for the certificate, degree or transfer within the student's intended program or major, based on the following:

1. The length of time between a student's enrollment date at the community college and the student's high school graduation date.
2. Whether the student belongs to a special population, including, but not limited to, foster youth, veterans, economically disadvantaged students or those students who participate in extended opportunity programs and services (EOPS), participants in disability services and programs for students (DSPS), and students in Umoja, Puente, or Mathematics, Engineering, Science Achievement (MESA) programs.
3. Whether the student can provide high school transcript information, self-reports high school information, or uses self-placement or guided placement.

In general, a college achieves AB 1705 compliance when placement policies, processes and practices ensure that students with an academic goal begin in transfer-level English and math/quantitative reasoning courses that satisfy a requirement for the certificate, degree or transfer within the chosen major, and when students who want or need concurrent academic support receive it. A college is not compliant when students begin in English or math coursework that hinders or delays their progress toward their academic goals, reducing their likelihood of completing their gateway transfer-level course in the appropriate time frame.

You can find all Equitable Placement, Support and Completion (AB 705/1705) materials here:

<https://assessment.cccco.edu/ab-705-implementation>