DE ANZA COLLEGE
STUDENT EQUITY PLAN 2025-28

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EXECUTIVE SUMMARY

The De Anza College Student Equity Plan for 2025-28 is grounded in a rigorous analysis of institutional data, historical inequities and contemporary best practices in equity-minded pedagogy. It delineates explicit goals, evidence-based interventions and strategic resource allocations that collectively advance De Anza College's mission to foster equitable access, academic success and inclusive excellence.

The initiatives detailed in this plan embody an integrative framework that harmonizes academic and student support services within a campus culture resolutely committed to racial justice, cultural responsiveness and the holistic development of all students.

De Anza has identified multiple student populations experiencing disproportionate impact across critical metrics of educational attainment. These populations include students who are Black, Latinx, foster youth, Pacific Islander, first-generation in college, LGBTQ+, individuals with disabilities, Asian and white. Each group is experiencing an equity gap in one or more metrics, even if the group is not disproportionately impacted in other areas.

This equity plan establishes clear, measurable goals aimed at increasing enrollment rates, improving timely completion of transfer-level English and mathematics, increasing persistence from term to term, boosting certificate and degree completion rates, and elevating transfer rates to four-year institutions for these population groups.

To realize these goals, the college will implement a series of structural, pedagogical and programmatic reforms that include
- Institutionalizing robust racial equity frameworks such as the W.K. Kellogg Foundation's Truth, Racial Healing and Transformation (TRHT) process and the Government Alliance on Race and Equity (GARE)
- Expanding culturally relevant pedagogy, accompanied by mandatory, sustained professional development for faculty members, classified professionals and administrators
- Prioritizing the growth and refinement of cohort-based Learning Communities, as exemplified by programs like Math Performance Success (MPS), MESA and programs under the current umbrella of Student Success and Retention Services – including First Year Experience, IMPACT AAPI, Pride, Puente, Rising Scholars and Umoja
- Adopting embedded counseling models, block scheduling and early intervention strategies specifically targeted to support first-year students
- Enhancing the college's academic advising infrastructure including transfer articulation maps and curriculum alignment through Guided Pathways and Degree Works

- Providing comprehensive support for basic needs, including housing, food security, and mental health services
- Increasing integration and support for dual enrollment students at the high school and adult education levels, facilitated by dedicated counseling staff

The allocation of fiscal and human resources reflects a deliberate prioritization of these equity initiatives. Funding commitments include professional development programs designed to cultivate equity-minded pedagogy and transform campus climate. Investments in technology and materials – including expanded loans of laptops, tablets and course-related equipment – will alleviate financial barriers to student success. Permanent staffing positions will support key roles such as counselors, program coordinators and student success specialists.

In addition, financial aid outreach workshops and emergency funding programs are being expanded, with augmented support tailored for foster youth and other disproportionately impacted populations. Institutional enhancements, including an upgraded Veterans Resource Center and centralized services for students with disabilities are also funded.

During the previous cycle for 2022-2025, De Anza's equity projects included staffing dedicated to equity roles, including counselors, faculty coordinators and success specialists. Program operations within Student Success and Retention Services, Learning Communities and targeted outreach initiatives were supported. Significant investments were made in technological resources and physical spaces, including laptops, accessibility tools and the Veterans Resource Center. Professional development activities, workshops and conferences enhanced the college's institutional capacity for equity. De Anza also provided direct financial, nutritional and housing assistance to disproportionately impacted students, while upgrading data collection and analysis to monitor equity outcomes and inform continuous improvement.

Equity Expenditures: 2023-24 and 2024-25
[insert table based on Equity-Expenditures-2025 spreadsheet]

Significant advancements during the 2022–2025 planning period include the integration of equity objectives into institutional planning, resource allocation and program review cycles. The expansion of equity-minded professional development fostered an environment of greater inclusion and belonging. Data-driven, cross-departmental collaboration was strengthened by regular monitoring of disaggregated metrics. Scaling of cohort-based programs and innovative scheduling models was linked to improved student persistence and completion. In addition, the college enhanced students' access to basic needs support, mental health services and help with financial aid navigation.

Still, even though appreciable progress has been realized, persistent challenges remain – particularly those related to operational silos and inconsistent engagement with equity

practices across the faculty and staff. The current plan addresses this by emphasizing cross-functional coordination and heightened accountability mechanisms, to ensure sustained and scalable improvements.

De Anza College affirms its unwavering dedication to closing equity gaps through sustained, data-informed and culturally responsive strategies that prioritize students' needs, students' input and institutional accountability. Building upon the demonstrable successes of the previous equity plan cycle, the 2025–28 Student Equity Plan advances a comprehensive agenda to embed equity as a foundational principle across all dimensions of the college's educational mission.

Strategic reinvestment in innovative programs, professional development, and collaborative partnerships will be vital to realizing De Anza's vision of an inclusive, empowering environment in which every student can thrive and achieve their academic and professional aspirations.

For inquiries, please contact Michelle Hernandez, dean of Equity and Engagement, who oversees the strategic direction, fiscal stewardship and evaluative processes of this plan.

OVERVIEW
Campus Involvement
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This Student Equity Plan was developed through a process that ensured active engagement across the campus, including collegewide opportunities to provide feedback and approval through representative bodies for faculty, classified professionals and students, as well as shared governance groups.

Development of the plan was initiated by the dean of Equity and Engagement, working with the Office of Institutional Research, Planning and Accreditation. Deans and managers across the campus were asked to contribute on topics related to their areas of expertise. The college's Equity Action Council reviewed the draft plan throughout the development process.

An edited draft was presented to the following committees for review, feedback and approval:
- Academic Senate
- Classified Senate
- De Anza Student Government
- Equity Action Council
- Resource Allocation and Program Planning Committee
- Senior Leadership Team
- Student Services Leadership Team

A final draft was then presented to College Council before it was submitted for final approval to the Foothill-De Anza Community College District Board of Trustees, which serves as the college's governing board.

Race Consciousness

De Anza College is committed to an equity vision and framework that integrates the principles of cultural humility, civic capacity, transformative organizing, social justice and multicultural education as a means for achieving and sustaining a culture of student success and institutional equity. This approach is outlined in the Equity Framework graphic below.

[insert equity framework graphic from p. 23 of last EMP]

The equity framework includes a commitment from faculty members, classified professionals and administrators to:
- Recognize the realities of race and ethnicity for students of color
- Develop intersectional understanding of the way sin which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.

To follow through on this framework and vision, De Anza is committed to conducting research and gathering evidence to define what equity means for the college, by following these steps:
- Gather relevant documents that detail, describe or define equity at De Anza.
  - Use the documents as foundational source material for defining what equity actually means and looks like.
  - Establish a baseline racial equity definition at De Anza with foundational documents to create a common understanding of equity and racial equity.
- Continue to assess needs of students from disproportionately impacted communities, through surveys.
- Obtain and review diversity, equity and inclusion (DEI) samples from other colleges (e.g., DEI resolutions, board DEI priorities); research samples of board resolutions and board priorities to incorporate into vision.
- Continue to conduct qualitative inquiry of student needs in consultation with Guided Pathways team
- Identify the key characteristics of an equity-minded institution by using self-assessment tools such as the Denver University Inclusive Excellence Toolkit or the NERCHE rubric

Local Review Process and Schedule

To continue improving campus equity work, the college will establish accountability and assessment measures, including

- Designate the Equity Action Council to review and evaluate progress on implementing the equity plan.
- Annually review metrics for key racial equity strategies integrated into the Educational Master Plan, including metrics for student success, degree and certificate attainment, transfer, basic skills and mental health for students from disproportionately impacted student groups.
- Develop a communications strategy to report progress on accountability and equity competency.
- Continue working with the Resource Allocation and Program Planning committee to annually annual assess program areas, using program review and Student Learning Outcomes, Student Services Learning Outcomes and Administrative Unit Outcomes that examine racial equity and the six factors of student success in an ongoing review cycle.
- Apply a continuous improvement cycle to assess and ensure ongoing equity achievements for students and De Anza College as a whole.

STUDENT EQUITY PLAN REFLECTION
Reflection: Root Causes and Effective Actions
[2,500 characters/2,500 allowed]
De Anza College has learned that closing equity gaps requires integrated, institutionwide strategies to foster students' sense of belonging, address basic needs and embed equity practices across instruction and student services.

The root causes of historic equity gaps include the following:

Successful Enrollment (Asian Students)
- Fragmentation of existing services
- Limited integration between outreach, onboarding and support services
- Need for equity-centered resource allocation

Completion of Transfer-Level English and Math (Black and Latinx Students)
- Lack of comprehensive, culturally responsive classroom support
- Voluntary (not institutionalized) professional development in equity-minded pedagogy
- Inconsistent use of disaggregated data
- Need for scaled learning communities and classroom support

Persistence (Black, Foster Youth, Latinx and Pacific Islander Students)
- Basic needs insecurities

- Inconsistent faculty and staff equity training
- Limited access to dedicated cultural spaces, culturally affirming programs and holistic support

Transfer Outcomes (Foster Youth and Latinx Students)
- Siloed services and insufficient counselor capacity
- Inconsistent, unclear transfer pathway guidance
- Need to integrate transfer services and training through Guided Pathways

Certificate Completion (Foster Youth and Pacific Islander Students)
- Low visibility of certificate programs
- Confusion over certificate application process
- Need to integrate automated completion process through Guided Pathways

Addressing these gaps will require implementation of racial equity frameworks, culturally relevant pedagogy and coordinated student support across silos. Also critical are expanded counselor capacity, improved access to transfer and certificate pathways and culturally affirming spaces, along with institutional accountability, sustained professional development and ongoing use of disaggregated data.

The following have helped the college meet the goals of the previous Student Equity Plan for 2022-2025:
- "Equity Plan Re-Imagined": Goals from this 2022 document are now part of the college's program review, resource allocation and planning processes.
- Equity-minded professional development**:** Training in culturally responsive pedagogy, data-informed practices and anti-racist strategies has fostered more inclusive classrooms and services.
- Data-driven collaboration**:** Access to disaggregated data has empowered teams to identify gaps, align interventions and continuously monitor progress.

Plan Continuity
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De Anza will maintain and expand the institutional actions that have proven effective as part of the previous Student Equity Plan. This should provide continuity and help guide implementation of the 2025-2028 Student Equity Plan.

Embedding Equity into Institutional Processes
Building the "Equity Plan Re-Imagined" equity goals into the college's program review, resource allocation and institutional planning processes has helped to ensure that equity is not treated as a stand-alone initiative, and instead is fully integrated into decision-making across all areas of the college. De Anza will continue to refine and deepen this integration, by embedding equity objectives into evaluation cycles, budgeting and campus

governance, thereby holding programs and departments accountable for measurable progress.

Institutionalized Equity-Minded Professional Development
Consistent professional development in culturally responsive teaching, anti-racist practices and data-informed strategies has proven essential for transforming the classroom and student support environments. Faculty and staff members are gaining the tools to better serve our diverse student population, fostering a more inclusive campus climate. In the next cycle, De Anza will scale these efforts, institutionalizing them as required learning and aligning them with onboarding, tenure review and ongoing employee development.

Data-Driven, Cross-Functional Collaboration
De Anza's use of disaggregated data has strengthened collaboration across departments and improved our ability to target interventions for disproportionately impacted students. Regular data review sessions have empowered teams to act decisively, aligning resources with student needs and monitoring outcomes. Building on this success, the college will further integrate equity data into institutional dashboards, expand cross-departmental data literacy, and ensure that data-informed action is a routine part of decision-making at all levels.

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT
Key Strategies to Advance Successful Enrollment Goals
Disproportionately impacted student populations: *Students who are female, Asian female, Black or white.*

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The college is increasing efforts to recruit and support dual enrollment students. This includes welcoming high school students who take classes at De Anza, and offering classes at local high schools through the College and Career Access Pathways (CCAP) program. De Anza also partners with adult schools to offer dual enrollment for adult students pursuing a high school diploma. The college plans to hire a full-time dual enrollment counselor.

[413 characters/500 allowed]
Noncredit programs are a starting point for many individuals on a pathway to gaining basic skills, entering the workforce or transitioning to for-credit programs. De Anza is expanding noncredit programs by strengthening high school partnerships, promoting noncredit ESL courses for adult school students, creating noncredit support courses for English and math, and developing noncredit career training programs.

[450 characters/500 allowed]

De Anza is also working to remove barriers for students to obtain credit for prior learning (CPL). These efforts include expanded recognition of industry training certifications, military service experience and knowledge acquired through other means. The college has developed new webpages and workflows to make it easier for students to apply for CPL. De Anza also has named a faculty coordinator to lead and support development of new CPL pathways.

Key Strategies to Advance Transfer-Level English and Math Goals

Disproportionately impacted student populations: *Students who are*
males with disabilities, first generation in college, foster youth, Latinx, LGBTQ+, nonbinary or white.

[411 characters/500 allowed]

De Anza's English Performance Success (EPS) program offers extensive counseling and resources for students identified as needing extra support in English – including students who are placed in English support classes or English as a Second Language. This support extends from admission to graduation or transfer, and ensures that identified students begin a transfer-level English course in their first quarter.

[471 characters/500 allowed]

The English Department has developed two new noncredit courses to support pathways for adult students. These take a modular approach to reading and writing and were designed in conjunction with adult school partners. The department is also developing a noncredit version of the corequisite support course for ENGL C1000 (transfer-level Composition and Reading). The noncredit course will be tuition-free but will provide the same curriculum as the credit support course.

[493 characters/500 allowed]

De Anza is using new approaches to help students succeed in college-level Calculus. In a pilot effort, incoming students were given summer access to the online ALEKS learning system. Students worked through modules to assess learning needs and received support from an instructor and tutors. The college is also using ALEKS for students who have difficulty after enrolling in Calculus I. Students can complete a diagnostic assessment and access relevant learning modules with help from tutors.

Key Strategies to Advance Student Persistence Goals

Disproportionately impacted student populations: *Students who are Black, first generation in college, foster youth, Latinx, LGBTQ+, Pacific Islander or white*

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De Anza supports equitable persistence for all students, through culturally responsive Learning Communities, piloting block scheduling and embedded counseling within Villages. New processes were added to support credit for prior learning, dual enrollment and noncredit expansion – providing additional pathways for students to reach their goals. The Financial Aid Office is expanding proactive outreach to high schools as well as on campus, to help students obtain aid needed to remain in school.

[499 characters/500 allowed]
The college assists students in developing an education plan upon admission and provides embedded counselors for students placed in English support courses and English as a Second Language, students who seek help through the Math Performance Success program and students in cohort programs that offer tailored support for first-generation college students and students of color. The Office of Professional Development also provides training on strategies for improving student retention and success.

[485 characters/500 allowed]
The General Counseling Center is expanding its Academic Awareness Program and De Anza CONNECT. The former supports students on academic probation by partnering them with a counselor and a student success specialist. The latter serves as an early alert system to identify students who may need extra support or resources. CONNECT also provides counseling and proactive support, through emails and an AI-powered chatbot that checks in with new students and connects them with resources.

Key Strategies to Advance Completion Goals
Disproportionately impacted student populations *– students with disabilities, first generation in college, foster youth, Latinx, LGBTQ+ or male*

[462 characters/500 allowed]
De Anza's Library is addressing financial barriers that can keep students from completing their courses and goals. These include expanded loans of laptops, tablets and other technology tools such as internet hotspot devices that students need for classwork. The Library has expanded its quarter-long lending program for course materials, and is working with instructors to promote open educational resources as a lower-cost alternative to traditional textbooks.

[466 characters/500 allowed]
Learning Communities that serve students from disproportionately impacted groups are incorporating courses that satisfy CalGETC math and English requirements into their cohort sequences for first-year students. This will reduce time to complete educational goals. Counselors for these programs are planning workshops on transfer and graduation requirements for students who are nearing goal completion, using targeted outreach to recruit students for those sessions.

[492 characters/500 allowed]

All faculty members at De Anza participate in targeted training on "regular and substantive interaction," focusing on meaningful engagement between instructors and students to enhance success in online classes. This includes strategies for creating connections, providing feedback and fostering active participation. These practices are important in countering feelings of isolation and marginalization that can lead to higher attrition for students from historically underserved populations.

Key Strategies to Advance Transfer Goals

Disproportionately impacted student populations *– students who are Asian or foster youth*

[482 characters/500 allowed]
De Anza's counseling and transfer centers promote transfer for all students, while providing extra support for students from disproportionately impacted populations. These include providing early encouragement for students to consider earning an associate degree for transfer; promoting transfer opportunities for specific institutions, such as HBCUs, that serve those populations; and offering workshops geared to students in Learning Communities that draw many of those students.

[327 characters/500 allowed]
While all counselors are proficient in transfer information, the Transfer Center counselors offer additional expertise to support students and counselor colleagues. In addition, the college will train all counselors in ways to address specific challenges faced by students from disproportionately impacted populations.

[375 characters/500 allowed]
The college is also advancing transfer equity by creating and sharing updated Guided Pathways transfer maps, which help students achieve transfer goals – including associate degrees for transfer – more quickly by identifying which classes to take each quarter. In addition, improved articulation and curriculum alignment reduce excess units and clarify options for students.

INTENSIVE FOCUS ON POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT

In developing the 2022-2027 Equity Plan Re-Imagined report, the college identified five areas of focus to guide our equity work and align with our goals across all five metrics for identified student populations:
- Recognize the realities of race and ethnicity for students of color

- Build intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for students of color
- Ensure that all students feel connected, directed, engaged, focused, nurtured and valued
- Align short-term and long-term outcomes
- Identify key actions and accountability steps – including key resources, stakeholders, funding sources and activities within a timeline

The following action plans will help us meet the five areas of focus listed above:

Black Students – Current Challenges and Barriers

[1,170 characters/2,500 allowed]

Black students face the realities of race and ethnicity as significant barriers, which shape their educational experiences and outcomes. Institutional racism persists and is an obstacle to opportunities, support services and student success, as described in De Anza's "Equity Plan Re-Imagined" report for 2022-2027.

In addition, many students of color live outside De Anza's immediate service area and must travel for to an hour or more to attend college. They also report some of the highest rates of basic needs insecurities.

While De Anza has programs that offer support for students of color, including the Men of Color Community and Umoja, students of color who are not in those programs have indicated they don't feel a sense of belonging or community on campus. This lack of engagement can be a real obstacle to completing classes, staying on track and connecting with resources and support that would otherwise help students reach their goals.

Similarly, while the college holds annual outreach events to which families are invited, including the spring Open House, family engagement is not core to all services that could be beneficial to students' retention.

Black Students – Action Plan

[1,415 characters/ 5,000 allowed]

De Anza must continue efforts to develop equity-minded curricula, provide culturally responsive counseling and mentoring, and amplify the voices and success stories of Black students and other students of color to counteract isolation and lack of support, as outlined in the 2022 "Equity Plan Re-Imagined" report.

The college is also taking specific steps described in that report, including
- Expanding professional development training, through the Partners in Learning series and other training programs, to create a culture of equity-based practices for all employees

- Integrating academic counseling and other support services into the Guided Pathways Villages, where they may be more easily accessible to students
- Expanding opportunities for students to earn credit for prior learning, including knowledge acquired outside the classroom through military and industry certified training
- Establishing specific metrics for reducing equity gaps, with regular assessment and accountability

Additionally, the college has expanded its efforts to welcome and support students of color and first-generation students through the Summer Bridge program, an intensive three-day orientation that introduces students to Learning Communities and other campus resources.

These measures are designed to address the structural barriers and campus climate issues that have been barriers to success for Black students at De Anza.

Latinx Students – Current Challenges and Barriers
[1,125 characters/2,500 allowed]
Latinx students face many of the same challenges that Black students encounter, as described above and in the 2022 "Equity Plan Re-Imagined" report. These include barriers resulting from institutional racism and inequity that affect their ability to obtain resources, support and success.

Latinx students also struggle with feeling connected to the college, especially those who live far from campus and spend hours each week traveling to and from classes, often by public transit. De Anza has programs that offer support for Latinx students – including First Year Experience, Men of Color Community, Puente and others – but students of color who are not in those programs have reported feeling less connected to the campus community. This lack of engagement can make it more difficult to complete classes, stay on track and connect with resources and support that would otherwise help students reach their goals.

For Latinx students, insufficient access to culturally relevant curriculum, mentoring and support services can all contribute to gaps in retention, persistence and graduation rates. These are ongoing challenges.

Latinx Students – Action Plan
[1,510 characters/5,000 allowed]
De Anza is working to address the above challenges for Latinx students by promoting culturally relevant teaching practices, tailored student support services and increased opportunities to engage and contribute meaningfully to campus life, as described in the 2022 "Equity Plan Re-Imagined" report.

The college is taking specific steps described in that report, including
- Expanding professional development training, through the Partners in Learning series and other training programs, to create a culture of equity-based practices for all employees
- Integrating academic counseling and other support services into the Guided Pathways Villages, where they may be more easily accessible to students
- Expanding opportunities for students to earn credit for prior learning, including knowledge acquired outside the classroom through military and industry certified training
- Establishing specific metrics for reducing equity gaps, with regular assessment and accountability

De Anza has also expanded its efforts to welcome and support students of color and first-generation students through the Summer Bridge program, an intensive three-day orientation that introduces students to Learning Communities and other campus resources.

Additionally, the college has enhanced its support for undocumented students through programs including HEFAS, UndocuStem activities, the annual UndocuWelcome summer orientation for students and families, and assigning a counselor to work with HEFAS and other undocumented students.

Foster Youth Students – Challenges and Barriers
[2,190 characters/2,500 allowed]
Despite recent initiatives to address their needs, students who are current or former foster youth continue to face significant structural, procedural and financial barriers that contribute to disproportionate outcomes. For example, foster youth often lack stable housing, family support or adequate financial resources, which are challenges that can make accessing college difficult. Foster youth coming out of foster care may struggle with completing application and financial aid forms that assume they have access to parental information or stable housing, which can cause delays in processing their enrollment and financial aid documentation.

Once students are enrolled, they still face procedural hurdles, including providing documents to validate foster youth status and navigating multiple department processes. This can be very overwhelming and frustrating to students who do not have guidance or support. The result is lower initial enrollment and attendance rates for this group. Getting and keeping students engaged can also be difficult because many foster youth must work full-time or care for children, leaving little time to participate in student activities or build healthy connections on campus. In addition, based on their lived experiences, many foster

youth are slow to trust others and may feel socially isolated from the traditional college experience.

Another barrier is that many foster youth report feeling "invisible" or misunderstood on campus due to the lack of widespread awareness and understanding of foster youth experiences. Faculty or staff members who are uninformed might misinterpret a foster youth student's situation – such as frequent absences or hesitance to participate in class discussions – as disinterest or poor time management, rather than signs of outside responsibilities, lack of basic needs or trauma. This misunderstanding can lead to lower expectations or less support. If students do not feel connected or valued, their engagement and persistence suffer. These challenges are further exacerbated by traumatic experiences and the resulting mental health concerns that students often struggle with as they pursue their educational goals.

Foster Youth Students – Action Plan
[1,935 characters / 5,000 allowed]
The college is removing many of the barriers listed above by enhancing structural support and building more integrated and accessible services. This includes expanding the NextUp and Guardian Scholars programs to identify foster youth early and provide a case-managed support system to assist them from admissions through graduation. In addition, offering the following services designed to meet specific needs for foster youth will greatly improve their opportunities for success:
- Social and cultural events to encourage a sense of connection and belonging
- Academic success, personal development and workforce preparation workshops
- Affordable student housing
- Financial assistance for educational expenses and basic needs (book vouchers, meal vouchers, grocery gift cards, grants, etc.)
- Child care
- Academic counseling and advising
- Mental health counseling
- Academic coaching and tutoring
- Referrals to community resources

Specific strategies include providing basic needs resources, comprehensive advising and academic support, and robust mental health services, which in turn should promote retention, persistence, success and goal completion among foster youth. The college must also provide employees with relevant training on topics such as trauma-informed care, foster youth resources, culturally relevant pedagogical practices and nonviolent communication.

While programs like NextUP and Guardian Scholars can provide foster youth students with a variety of campus resources, these students will also benefit from an institutional commitment to equity-minded policy reform, cross-functional support systems, and a

campus environment that cultivates a sense of belonging. This includes recognizing the unique circumstances faced by foster youth by adopting policies such as flexible course deadlines and financial aid appeal processes. These changes will also improve services for all disproportionately impacted students.

STUDENT EDUCATION PLANS

Identify Student Populations Experiencing Disproportionate Impact in Receiving a Comprehensive Education Plan
[2,410 characters/2,500 allowed]

Overall, first-time students were not likely to create a comprehensive education plan by the end of their first academic year.

Average time to create an ed plan (all first-time students**)**
- Students entering fall 2022 or fall 2023 (cohort = 3,819)
  - By first academic year: 45%
  - One term: 30%
  - Two to four terms: 15%
  - Five or more terms: 6%
- Students entering spring 2023 or spring 2024 (cohort = 636)
  - By first academic year: 21%
  - One term: 12%
  - Two to four terms: 9%
  - Five or more terms: 1%

Disproportionately Impacted Student Groups
Using local college data and the "percentage point gap minus one" (PPG-1) method, this section shows first-year ed plan creation rates for each group versus all other students (e.g., Latinx versus non-Latinx students). The data below lists groups assessed as "disproportionately impacted" in creating a comprehensive ed plan by the end of the first academic year, and the number of additional plans needed for equity.

Fall 2022
- Latinx (cohort = 1,066)
  - 38% versus comparison group rate of 47%
  - PPG-1: -9
  - Additional plans needed: 92
- White (cohort = 575)
  - 36% versus comparison group rate of 46%
  - PPG-1: -10
  - Additional plans needed: 55

- First-generation (cohort = 1,047)
    - 37% versus comparison group rate of 47%
    - PPG-1: -10
    - Additional plans needed: 104

Fall 2023
- Latinx (cohort = 1,096)
    - 39% versus comparison group rate of 48%
    - PPG-1: -9
    - Additional plans needed: 96
- White (cohort = 572)
    - 30% versus comparison group rate of 48%
    - PPG-1: -18
    - Additional plans needed: 107
- First-generation (cohort = 1,103)
    - 35% versus comparison group rate of 49%
    - PPG-1: -14
    - Additional plans needed: 158
- Low-income (cohort = 1,274)
    - 37% versus comparison group rate of 50%
    - PPG-1: -13
    - Additional plans needed: 169

Spring 2023
- Latinx (cohort = 96)
    - 17% versus comparison group rate of 25%
    - PPG-1: -8
    - Additional plans needed: 8
- First-generation (cohort = 117)
    - 15% versus comparison group rate of 26%
    - PPG-1: -11
    - Additional plans needed: 12
- Low-income (cohort = 135)
    - 19% versus comparison group rate of 25%
    - PPG-1: -7
    - Additional plans needed: 9

Spring 2024
- White (cohort = 225)
    - 6% versus comparison group rate of 25%
    - PPG-1: -19
    - Additional plans needed: 47
- First-generation (cohort = 265)

- o 9% versus comparison group rate of 24%
- o PPG-1: -15
- o Additional plans needed: 40
- Low Income (cohort = 369)
  - o 7% versus comparison group rate of 29%
  - o PPG-1: -22
  - o Additional plans needed: 81

Comprehensive Education Plan Implementation for Disproportionately Impacted Student Populations
[1,110 characters; 2,500 allowed]

De Anza College needs a better overall structure to students with the processes of enrollment and registration, which are challenging experiences for all new students.

One possible change would steer students from disproportionately impacted populations to meet directly with an "embedded counselor" – a designated counselor for a Learning Community or other program – to create their education plans. Until recently, college policies led many students to meet with an Outreach counselor to create an initial education plan for one quarter, before being referred to another counselor to support them in completing their educational plan.

As another change, the college should ensure that all counselors – whether they are in General Counseling or specific programs – are trained to provide career and transfer counseling, so that all students can be made aware of transfer and career options and receive adequate support to completion. All counselors should also receive training on using Degree Works and other technology tools that make it easier for students to develop education plans and track their progress.

Comprehensive Education Plan Implementation for All Students
[1,645 characters/2,500 allowed]

Many of the strategies listed above can be implemented on a broader scale to help ensure that **all** students create an education plan at an early stage, and reach specific goals at prescribed times. Here are some examples:

- Provide a robust in-person orientation program for all new students, to ensure they receive equitable and timely information about all programs and services at the college. This will also create opportunities for students to meet and network with other students, creating feelings of connection that support retention. The orientation can also include creation of an education plan for students who do not yet have one.
- Hire additional counselors to support students who are not part of a Learning Community or other program that has designated counselors. Currently, more than

two-thirds of all students are not part of those programs – many are part-time – and are steered to the General Counseling Center.

- Reconfigure Degree Works or another software tool so that students can conduct their own audits of progress toward certificates or degrees. Currently this can only be done by counselors and college staff. There has been concern that providing this tool to students would lead them to think they don't need to consult with a counselor. But students would benefit from the ability to monitor their own progress, and could be required to have a counselor review and sign off on their audits.
- Develop a system that would automatically issue a certificate or degree when a student has completed the required courses, in place of the current process that requires students to apply for each certificate and degree.

VISION 2030 ALIGNMENT AND COORDINATION

The following section will summarize key strategies that De Anza is using to align specific college programs or initiatives with corresponding goals that are part of the state's Vision 2030 plan for California community colleges.

Guided Pathways
[1,951 characters / 2,500 allowed]
De Anza College has embedded the principles of Guided Pathways deeply into its institutional framework, with a focus on transfer alignment and equitable access to degree completion. A core element of this strategy is the development of program and transfer maps – which provide quarter-by-quarter recommendations for classes that students can take to reach their degree or transfer goal.

Students can choose from hundreds of maps, which correspond to the popular majors and transfer destinations, as well as associate degrees for transfer. The maps simplify complex curricular pathways, reduce unit accumulation and support more efficient progression – which is especially critical for students balancing work, family and school obligations.

Faculty and staff members participating in Guided Pathways have also worked with the Curriculum Office, Articulation Office and General Counseling Center to ensure cross-departmental alignment of curriculum and scheduling, keeping program requirements accurate, current and accessible.

Another key innovation has been the creation of six Guided Pathways Villages, aligned with "meta-major" groupings of related academic subjects. Through the Villages and corresponding Village Centers – which are physical meeting spaces on campus – students can find supportive networks of peers, faculty members and staff, along with academic guidance, personal support and relevant activities in a single location. This model supports

persistence by providing holistic and proactive advising, directly linked to students' academic pathways and transfer goals.

De Anza's commitment to this work is visible in its call for sustained institutional support. While these initiatives were originally launched with one-time state funds, the college has emphasized transitioning to permanent staffing structures to maintain and grow its alignment with AB 928, Vision 2030 and the college's 2022-2027 Equity Plan Re-Imagined report.

Student Financial Aid Administration
[812 characters/ 2,500 allowed]
The college has taken several steps to increase completion of the Free Application for Federal Student Aid (FAFSA) and corresponding California Dream Act Application (CADAA), and to maximize students' opportunities for receiving financial aid to which they're entitled. These steps include analyzing disaggregated data at De Anza and its sister institution, Foothill College, to identify trends or gaps between student demographic groups.

De Anza also asks students who seek basic needs resources if they have submitted a FAFSA or CADAA. The college has made emergency funds available to eligible students in need. In addition, the Financial Aid Office informs students of options, such as requesting an excused withdrawal, when their financial aid is jeopardized by Satisfactory Academic Progress requirements.

Students with Disabilities
[1,250 characters / 2,500 allowed]
The Disability Support Programs and Services (DSPS) office at De Anza has taken a proactive approach to eliminating equity gaps. DSPS has designed an outreach program specifically for disproportionately impacted populations, by working with area high schools and community agencies, and at community events. The office analyzes student data to monitor delivery of services and ensure that all students have equal access to resources and opportunities at De Anza.

The DSPS program currently provides a range of services through several office locations on campus. The program is exploring ways to centralize these services in one location, to reduce barriers for students with disabilities that make it more difficult to visit different locations.

DSPS counselors offer training to all faculty members, so they can be familiar with the range of services available for students with disabilities, and with the procedures for implementing accommodations. DSPS also works with the Office of Professional Development to provide faculty training on accessibility for instructional content in a

variety of formats, including videos and the Canvas online learning platform, and content created with such tools as Microsoft Word and Power Point and Adobe PDFs.

Extended Opportunity Programs and Services (EOPS), CARE, NextUp and CalWORKs
[2,137 characters / 2,500 allowed]

The EOPS/CARE/NextUp and CalWORKs programs support economically and academically disadvantaged students, who are often among the disproportionately impacted populations identified in the Student Equity Plan. These programs are designed to build students' trust and engagement, which are key to improving retention, persistence and goal completion. Hallmarks of these programs include

- Targeted outreach and recruitment to underserved populations
- Culturally responsive services from faculty members and classified professionals who are trained in cultural humility, implicit bias and trauma-informed care
- Comprehensive and individualized academic counseling to help students understand transfer pathways, graduation requirements and strategies for navigating institutional barriers
- Individualized academic planning, with each student encouraged to develop a multiyear plan in collaboration with a counselor or success specialist, which is reviewed regularly
- Financial and resource support including book vouchers, transportation assistance, meal cards, grants and access to child care, reducing obstacles and anxiety for student balancing employment, parenting, caregiving and other responsibilities
- Personal development workshops, designed through an equity lens, on topics such as self-advocacy, mental wellness, time management and financial literacy
- Building community through staff and peer connections, workshops and other activities, to provide students with a sense of belonging and community
- Integrated support through close collaboration with other student services – including the basic needs center, veterans' center and Disability Support Programs and Services – as well as off-campus organizations
- Campuswide engagement by EOPS faculty members and classified professionals, who are active in campus equity initiatives, professional development and strategic planning to address student needs
- Data-informed programs and planning, based on student outcome data that is disaggregated by demographic and other characteristics, to assess the impact of services, identify equity gaps and adjust strategies as needed

Programs for Veterans (Veterans Resource Center)
[2,300 characters / 2,500 allowed]

Two major actions demonstrate the college's commitment to supporting student veterans and military service members, including students from disproportionately impacted

population groups. These actions are the creation of a Veterans Resource Center (VRC) and the hiring of staff members to support this student population. The VRC has office and study space, with two resource specialists and certifying officials and a dedicated academic counselor, providing a one-stop location for comprehensive student support.

While serving as a physical space for students to find services and community, the VRC also provides all services online. This allows the VRC staff to support students who live outside the area, particularly military service members who are deployed overseas. The center has an updated, comprehensive website and conducts biweekly "help desk" sessions on Zoom. The VRC counselor is also available for appointments in person and on Zoom.

The center serves 200-250 students each quarter, with programming augmented by donations from the Cupertino Rotary Club and the Foothill-De Anza Foundation. VRC staff also work closely with the college Financial Aid Office, Mental Health and Wellness Center, and Disability Support Programs and Services.

VRC staff members have worked to streamline procedures for students to obtain services, including counseling appointments and certification of veterans' benefits, while building a case management system that fosters a relationship of trust with the students they serve. This is especially meaningful for students who are transitioning to civilian life and restarting their educational journeys after a long absence in the military.

Veterans' benefits are subject to a wide range of state and federal regulations, to which the VRC closely adheres. Center staff members also make a point of keeping students informed about changes in benefits and eligibility requirements. The center is currently implementing new software that will make it easier for students to apply for benefits and submit documentation online. The VRC is also expanding its use of the Mapping Articulated Pathways (MAP) system, which enables online tracking of student records including military service transcripts and establishing equivalencies to award credit for prior learning.

Students Affected By the Justice System
[2,010 characters / 2,500 allowed]
De Anza has taken several steps to expand its Rising Scholars program for students affected by incarceration or other justice system involvement. Beginning in the 2025-26 academic year, the program has moved under the umbrella of Student Success and Retention Services, which will provide institutional and administrative support – including funding, physical space and tutoring services.

Rising Scholars will be led by a newly hired counselor/coordinator, who will

- Formalize a peer mentorship program that connects incoming Rising Scholars students with continuing Rising Scholars students
- Establish employer and workforce partnerships, particularly with organizations that already support individuals affected by incarceration or other justice system involvement. This includes working with community agencies to connect students to jobs and internships and providing workshops on topics like record expungement and restorative record statements that will prepare students to compete in the job market.
- Develop a partnership with the Career Technical Education (CTE) Division and Career Center to introduce students to career training pathways at De Anza.

In addition to Rising Scholars, students who have been incarcerated or had other contact with the justice system can get support through the California Youth Leadership Corps (CYLC), a program of the Vasconcellos Institute for Democracy in Action (VIDA) at De Anza. The CYLC is designed to empower individuals from diverse and nontraditional backgrounds to create social change and make a positive impact on their communities. Students In the program are provided with mentors, access to counselors, tutors and a dedicated success specialist who provides tailored support. The program also operates weekly empathy groups, where students learn how to be empathetic toward others and themselves, and to develop tools for nonviolent communication. The overall goal is to help students succeed in their courses and also see themselves as agents of change.

Low-Income Students
[1,530 characters/2,500 allowed]
The college is developing new noncredit courses and certificates to address needs and create more educational opportunities for low-income students. In addition, the following support efforts are being developed to increase access and success for low-income adults, with cooperation and input from the Career Technical Education Division, Financial Aid Office and other campus programs.
- A dedicated section of COUN 5 (Introduction to College) for incoming adult school students during summer session
- Access to common texts through Library reserves for students in LART 250, a corequisite support course for ENGL C1000.
- Reserved spaces in corequisite English classes for dual enrolled adult school students
- Fee waivers for dual enrolled adults without a high school diploma or GED (all students in adult schools funded by the California Adult Education Program (CAEP) are eligible)
- Application workshops and information at adult school partner campuses
- Noncredit bridge courses for adult school students
- Counseling services for students in English as a Second Language (ESL) and English corequisite support courses, provided on a wraparound model from admission to graduation or transfer

- Embedded tutors in ESL classes
- Noncredit options for all ESL classes below college transfer level
- Adoption of open educational resources (OER) and zero-textbook-cost (ZTC) pathways in Journalism and Communication Studies
- Using General Education Development (GED) exams as an alternative method for placement in English and math

Credit for Prior Learning
[1,240 characters, 2,500 allowed]

De Anza is working to streamline procedures and reduce barriers for students to receive credit for prior learning (CPL) for all students, including those from disproportionately impacted populations. This will support the equitable expansion of CPL, or college credit for acquiring knowledge and skills through training outside the classroom – including through military training, training provided by an employer or union, government programs and apprenticeships or other experience-based learning.

The college has developed new webpages, forms and workflows to make it easier for students to learn about eligibility for CPL and to reduce barriers for students to apply for CPL. The new processes will cover credit awarded through an exam, portfolio review, military transcript or industry certification.

De Anza also has named a faculty coordinator to lead and support development of new pathways for students to earn CPL. The coordinator can assist other faculty members in creating a rubric for awarding credit by exam or portfolio review, and help ensure that students have consistent and equitable experience in applying for CPL. The coordinator also maintains an archive of auditing materials and other records related to the program.

Dual Enrollment
[1,750 characters / 2,500 allowed]

De Anza has been expanding dual enrollment opportunities for high school students and eligible adult school students, with a redesigned website and support from an assigned staff coordinator. These efforts are continuing as a cooperative effort between the Enrollment Services Division, including the Admissions and Records and Outreach offices, and the Career Technical Education (CTE) Division, with support from the Office of Communications and other campus programs.

A team of representatives from the two divisions has set these goals for the 2025-26 academic year
- Work with the Office of Institutional Research, Planning and Accreditation to collect data on special admit populations – including demographic characteristics, the use of counselors and course outcomes

- Connect with personnel at high schools and school districts in priority areas across the region
- Gather input from division deans at De Anza, to learn their goals and suggestions for dual enrollment
- Host workshops for high school counselors on the dual enrollment process and De Anza's academic calendar – including dates to apply and register for each quarter
- Host workshops for students and parents, on the De Anza campus and at key high schools, to share information about dual enrollment and, specifically, the benefits of dual enrollment at De Anza
- Create a Canvas shell for dual enrolled students, to serve as a platform for sharing resources and useful information
- Offer designated classes for dual enrolled students, with extra counseling and tutoring support

These efforts will enable the college to increase equitable dual enrollment and ensure that dual enrollment students have successful outcomes that make the most of their experience at De Anza College.

Strong Workforce and Perkins Programs
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De Anza is working to expand career training programs that will increase educational access for low-income learners and enhance their ability to earn a living wage. The college is forging robust industry partnerships to leverage its funding from the Strong Workforce and Perkins programs, and to provide students with direct exposure to high-wage career pathways through internships, apprenticeships, guest speakers and hands-on, real-world learning experiences.

The college is also expanding dual enrollment opportunities for students interested in Career Technical Education (CTE) programs, allowing them to start and complete their training pathways earlier. Theis includes partnerships with school districts under the College and Career Access Pathways program.

Finally, De Anza will use data from the Student Equity Plan to identify and address gaps in access or participation by disproportionately impacted population groups. Thus, the college is working to increase equity by ensuring that more students can access the resources and opportunities needed for success.

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