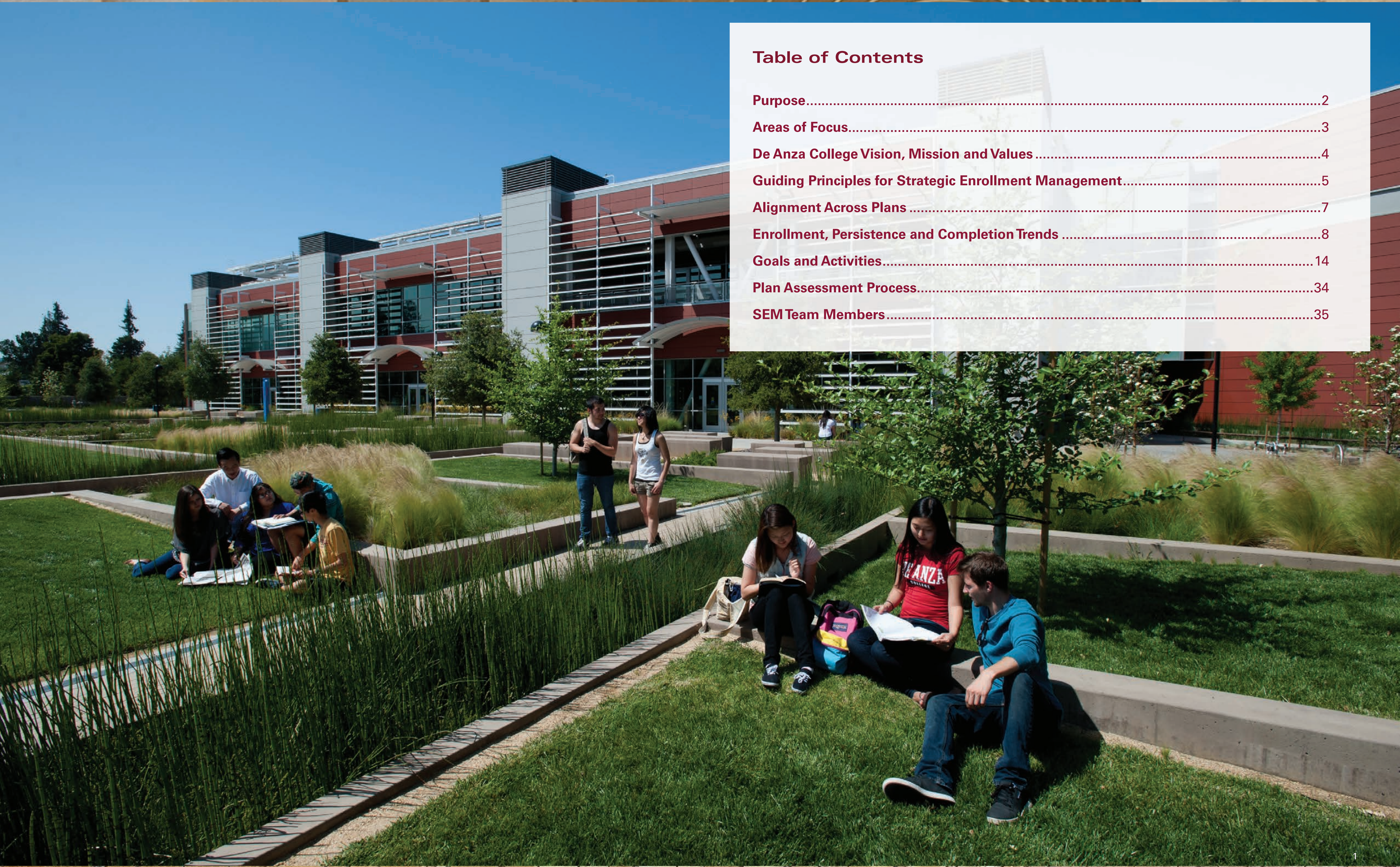
De Anza College

Strategic Enrollment Management Plan

2027-28 to 2029-30



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Purpose

De Anza College is excited to present its first Strategic Enrollment Management (SEM) plan, developed by a team of 10 classified professionals, faculty members and administrators from the areas of Instruction and Student Services. Team members attended the SEM Academy sponsored by the California Community Colleges Chancellor's Office in June 2025, where they received guidance and support on the development of a SEM plan.

As part of their SEM Academy work, the team identified seven key areas in which to promote moderate enrollment growth – about 3-5% from 2027-28 to 2029-30, compared with a baseline set in 2025-26. By focusing on these areas, De Anza can maximize funding through the Student Centered Funding Formula (SCFF) and make the most of opportunities to enroll nontraditional student populations, in line with the region's changing demographics. Alignment with the SCFF will help advance these efforts even as the college transitions to a community funded or "basic aid" enrollment model.

The SEM plan maintains De Anza's strong commitment to supporting student transfer goals, while strengthening its focus on students whose goals do not include transferring to a four-year institution. De Anza is known across the region for its high transfer rates, as embodied in the tagline, "Tops in Transfer – and More!" The SEM plan will enable the college to advance this commitment to transfer, while embracing new opportunities to emphasize "and More."

Areas of Focus

The SEM plan will focus on goals in seven key areas:

- **Goal 1: Workforce and Career Technical Education (CTE)**
  Increase CTE student headcount, starting at a baseline of 15,772 CTE students in 2025-26, from 15,772 CTE students in 2027-28 to 16,560 CTE students in 2029-30, for a 5% increase.
- **Goal 2: Dual Enrollment and High School Partnerships**
  Increase dual enrollment FTES, starting at a baseline of 580 FTES in 2025-26, from 580 FTES in 2027-28 to 667 FTES in 2029-30, for a 15% increase.
- **Goal 3: CDCP and Noncredit Enrollment**
  Increase noncredit Career Development and College Preparation (CDCP) FTES, starting at a baseline of 312 FTES in 2025-26, from 312 FTES in 2027-28 to 400 FTES in 2029-30, for a 28% increase.
- **Goal 4: Adult Education Partnerships**
  Increase adult education headcount, starting at a baseline of 8 FTES in 2025-26, from 8 FTES in 2027-28 to 51 FTES in 2029-30, for a 538% increase.
- **Goal 5: Students Age 25+**
  Increase adult student (age 25+) headcount, starting at a baseline of 10,549 students in 2025-26, from 10,549 students in 2027-28 to 10,865 students in 2029-30, for a 3% increase.
- **Goal 6: Credit for Prior Learning (CPL)**
  Increase the number of students successfully earning credit for prior learning (CPL), starting at a baseline of 10 CPL students in 2025-26, from 10 CPL students in 2027-28 to 30 CPL students in 2029-30, for a 200% increase.
- **Goal 7: Completion Through Persistence**
  Increase term-to-term persistence for first-time students, starting at a baseline of 3,397 first-year students persisting from their first to second quarter in 2025-26, from 3,397 first-year students persisting from their first to second quarter in 2027-28 to 3,737 first-year students persisting from their first to second quarter in 2029-30, for a 10% increase.

De Anza College Vision, Mission and Values

Vision

Empower all students to attain their educational goals, develop an equity-based mindset and become civic leaders in their communities.

Mission

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. The college is committed to equity and engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- Communication and expression
- Information literacy
- Wellness and personal responsibility
- Civic capacity for justice
- Critical thinking
- Quantitative reasoning

Values

- Integrity
- Equity
- Developing the human capacity of all students
- Institutional core competencies
- Civic engagement for social justice

Guiding Principles for Strategic Enrollment Management

Equity

De Anza College is committed to equity for all. This includes creating, growing and maintaining access for all members of our community, with a particular sensitivity to those populations that have been historically excluded, discouraged or unable to participate for reasons related to race, religion, sexual orientation, socioeconomic status, age or geographical location. This commitment also includes serving the needs of the whole college community, while providing resources and support tailored to individual needs for achieving success. Equity will continue to be a foundation of all college work, as institutionalized within De Anza's Strategic Plan and reinforced in the Educational Master Plan.

Access

De Anza is committed to access for all students. The college has long made efforts to increase college access for students who reside in communities with low college-going rates. De Anza will maintain this commitment while also focusing on nontraditional student groups such as older adults, students transitioning from adult education, students awarded credit for prior learning, and students seeking short-term career development or noncredit instruction in areas such as English as a Second Language and Career Technical Education (CTE).

Innovation

De Anza is committed to innovation related to new and emerging technologies, cultural trends, political realities and other externalities. This includes adapting courses to remain current and relevant, in order to prepare students for transfer and careers. The college is also focused on increasing access through expanded use of technologies such as virtual reality and simulations, while integrating emerging tools such as artificial intelligence in ways that maintain rigorous academic and ethical standards, while educating students on the potential and responsible use of these tools.

Educational Goal Attainment: Success, Persistence, Completion

De Anza is committed to seeing every student meet their educational goals – whether self-enrichment, job advancement, skills development, certificate or degree attainment, or transfer. Attainment of goals can have different meanings for individual students. Success includes not only passing courses, but also persisting on the path from term to term, while ultimately meeting those goals.

Centering Student Groups With Historical Disproportionate Outcomes

Through its strategic planning efforts, including the 2022-27 Educational Master Plan, De Anza has previously identified seven student groups with historical disproportionate outcomes. These include Black, Latinx, LGBTQ+, Filipinx, foster youth, Pacific Islander and Native American students. The college will continue to intentionally center these student groups while diversifying outreach efforts to increase access, as well as retention efforts after students have enrolled to ensure alignment with the Strategic Plan 2027-30, the district chancellor's priorities, and Vision 2030.

Alignment Across Plans

Vision 2030

The California Community Colleges Chancellor's Office set goals for each college to address in measurements of three key areas: equity in access, equity in success and equity in support. For De Anza, this includes a 10% increase in each area for students who are considered Asian, Black, economically disadvantaged, Filipinx, foster youth, Latinx, military veterans, multiracial, white and students whose race or ethnicity is unknown.

Chancellor's Priorities

The chancellor of the Foothill-De Anza Community College District has identified five strategic priorities for the district and its colleges:

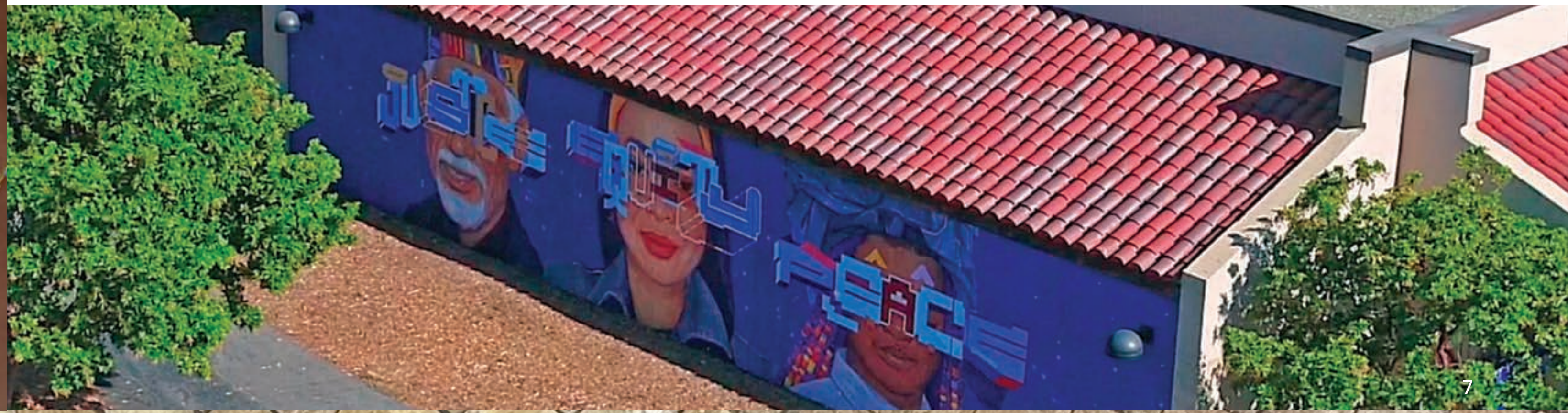
- Equity by Design – Empower Every Learner for Impact
- Learning, Innovation and Liberal Arts Education
- Digital Transformation and AI Readiness – Build a Human-Centered Tech Future
- Career Pathways and Economic Opportunities
- Global Citizenship and Civic Innovation – Educate for a Borderless World

Student Centered Funding Formula

The California Community Colleges Chancellor's Office oversees the implementation of the Student Centered Funding Formula (SCFF). The formula promotes student access, equity and success through enrollment-based funding by prioritizing funds for districts serving dual-enrolled high school students, noncredit students and currently incarcerated students. It further prioritizes funding for successful completion of educational goals for California College Promise Grant students, AB 540 students and Pell recipients.

Strategic Plan

The college has engaged in a 2027-30 strategic planning process, which resulted in a commitment to three areas: Creating Equitable Access and Pathways, Elevating Equitable Engagement and Success, and Galvanizing Community Impact and Innovation. The seven areas of focus on metrics within the SEM plan are also included in the Strategic Plan 2027-30, allowing for greater alignment between plans and a greater focus on nontraditional students.



Enrollment, Persistence and Completion Trends

Full Time Equivalent Students (FTES)

Colleges are typically funded by a standard measure known as Full-Time Equivalent Students (FTES), which uses a formula to count the course hours taken by all students (full- and part-time) and calculate the equivalent in full-time attendance.

State funding is also available for noncredit courses, with the funding rate depending on the type of course. De Anza has been increasing noncredit enrollment over the past three years and plans continued growth in this area, as shown by the increase from 27 FTES in 2020-21 to 335 in 2024-25.

Figure 1: Enrollment by FTES

Academic Year	Total	Credit	Noncredit
2020-21	16,086	16,060	27
2021-22	14,288	14,217	71
2022-23	14,125	13,875	250
2023-24	14,994	14,661	333
2024-25	15,419	15,084	335

Note: FTES represents full-time equivalent total of students taking 12 units. Source: De Anza College Office of Institutional Research, Planning and Accreditation

Since the COVID-19 pandemic, De Anza has been regaining FTES in Career Technical Education programs and in nonresident students, which includes international students. More than 25% of current FTES consist of students over age 25.

It is important to note that the Foothill-De Anza Community College District became "basic aid" or "community supported" in 2024-25, and as a result will begin receiving a larger portion of funding from local property taxes rather than state apportionment. De Anza will continue to monitor FTES and instructional load (or productivity) to ensure that it maintains and enhances fiscal management practices and continued good stewardship of public funds.

Figure 2: FTES by Enrollment Category

Academic Year	Career Technical Education	Nonresident	Ages 25+	Adult Education
2020-21	4,179	2,277	4,000	1
2021-22	3,690	2,037	3,546	4
2022-23	3,720	2,322	3,274	7
2023-24	3,991	2,718	3,755	5
2024-25	3,963	3,059	4,106	8

Note: FTES represents full-time (12 units) equivalent of total student enrollment. "Career Technical Education" represents CTE-designated courses. "Adult Education" includes partnerships with local adult schools. Source: De Anza College Office of Institutional Research, Planning and Accreditation

Figure 3: Dual Enrollment FTES

Dual Enrollment (non-CCAP) | Dual Enrollment (CCAP) | Middle College

	Dual Enrollment (non-CCAP)	Dual Enrollment (CCAP)	Middle College
2020-21	470		62
2021-22	515		56
2022-23	632		56
2023-24	621	7	51
2024-25	615	20	53

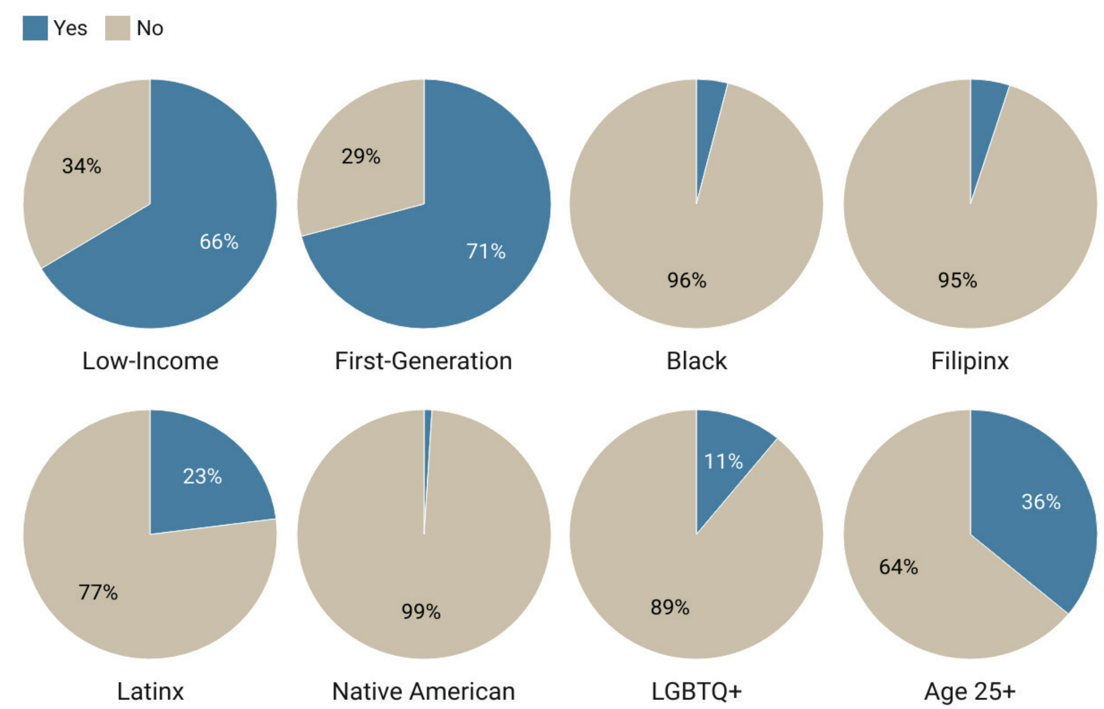
Note: "Dual Enrollment (non-CCAP)" includes high school students concurrently enrolled at De Anza. "Dual Enrollment (CCAP)" includes high school students taking De Anza courses at their high school. "Middle College" students are 11th- and 12th-graders taking FUHSD classes on the De Anza campus. Source: De Anza College Office of Institutional Research, Planning and Accreditation

Student Demographics

De Anza's student body encompasses a wide range of demographic characteristics: One in three students identify as low-income and are in the first generation of their family to attend college. One in three enroll full time, taking 12 or more units per quarter.

About 13% of students receive a need-based Pell Grant. About 6% of students come from other countries on an educational visa to study in the United States.

Figure 4: Student Characteristics, 2024-25



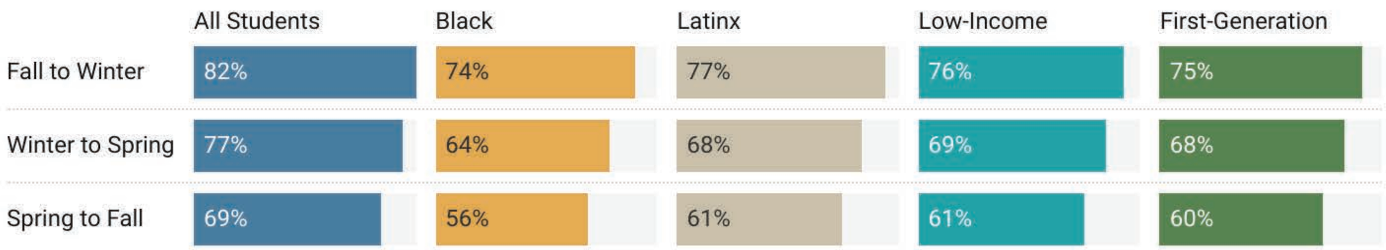
Note: "Low-Income" is family income below $50,000. "First-Generation" means at least one parent did not attend college. "Enrolled Full Time" includes students taking 12 or more units. "International" includes students with an F1 or F2 visa. "Pell Recipients" are receiving a federal Pell Grant. "Evening Class" represents students who take at last one class after 4:30 p.m. "Students of Color" includes all racial/ethnic groups excluding white and unknown. Source: De Anza College Office of Institutional Research, Planning and Accreditation

Term-to-Term Persistence, Fall 2023 to Fall 2024

For first-time students with a goal of degree or transfer, the persistence rate from fall 2023 to winter 2024 is 82% overall, dropping to 77% of the original cohort from winter 2024 to spring 2024, and to 69% of the original cohort from spring 2024 to fall 2024.

The rates follow a similar trend for Black, Latinx, low-income and first-generation students, but persistence rates for each group are lower in comparison to the overall rates for all students.

Figure 5: Term-to-Term Persistence, Fall 2023 to Fall 2024



Note: Includes first-time students with a goal of degree or transfer, tracked from fall 2023 to fall 2024. Source: De Anza College Office of Institutional Research, Planning and Accreditation

Certificate and Degree Awards

While the number of associate in arts (A.A.) degrees awarded by De Anza has decreased over the last five years, the number of associate in science (A.S.) degrees has remained constant and the numbers of associate degrees for transfer have increased. There has been rapid growth in noncredit certificates, which were first awarded in 2021-22.

Figure 6: Certificate and Degree Awards By Year

Total Awards

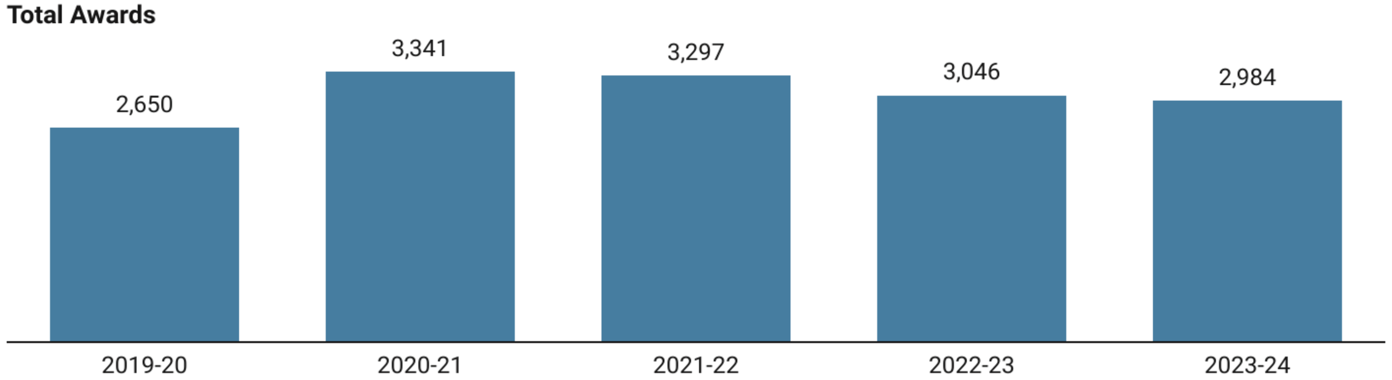
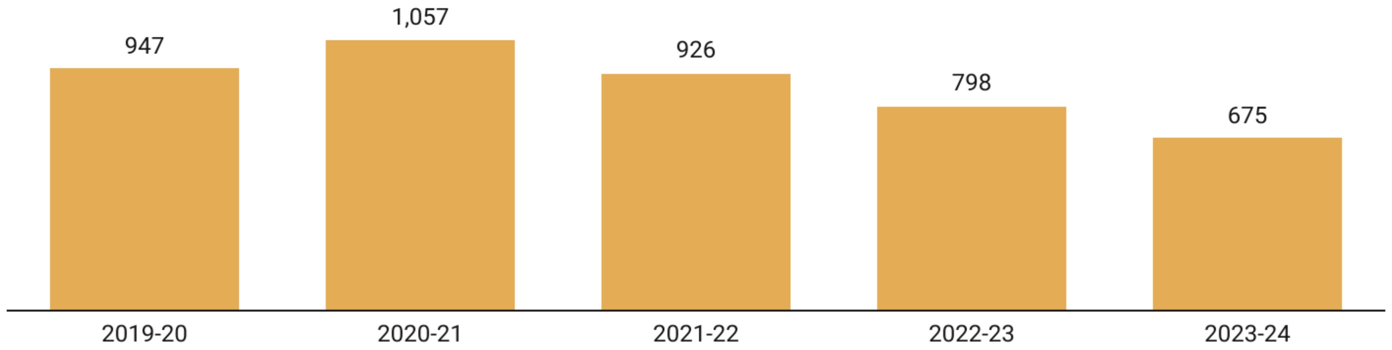
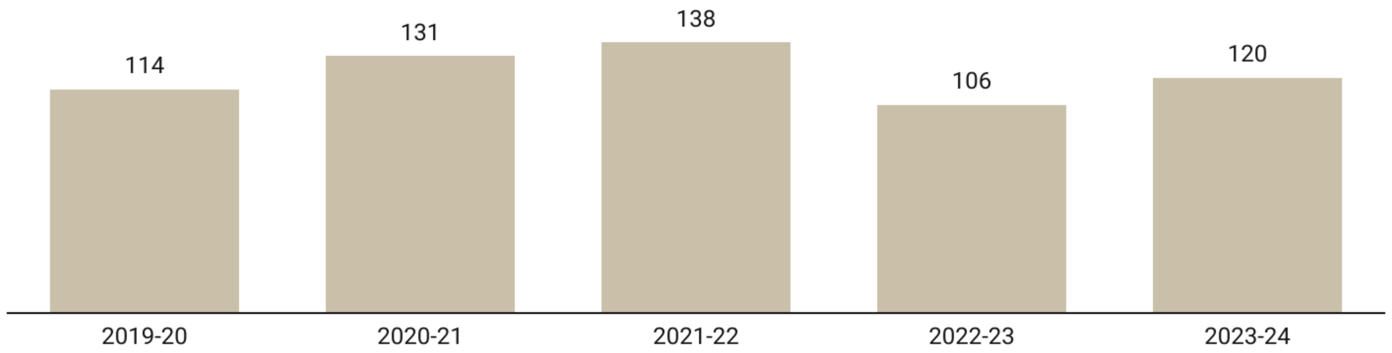


Figure 6: Certificate and Degree Awards By Year (cont'd)

Associate in Arts



Associate in Science



Associate in Arts-Transfer

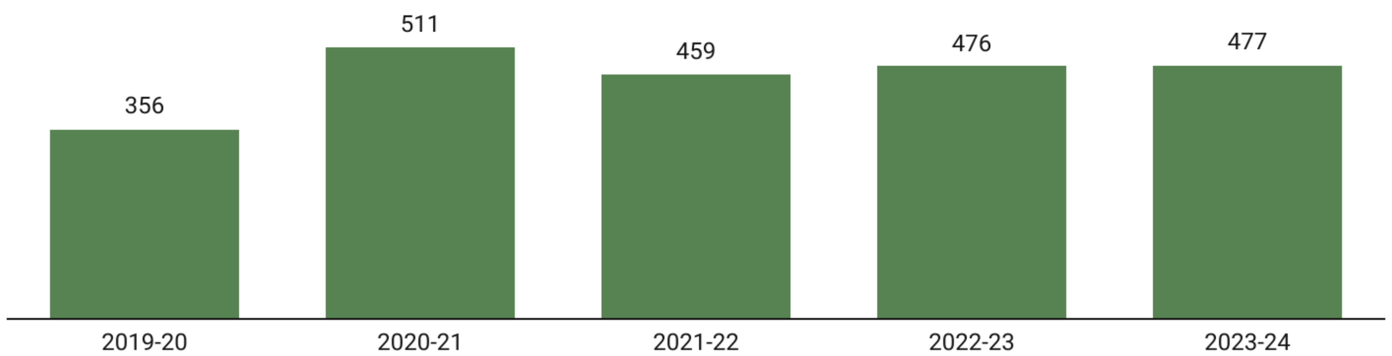
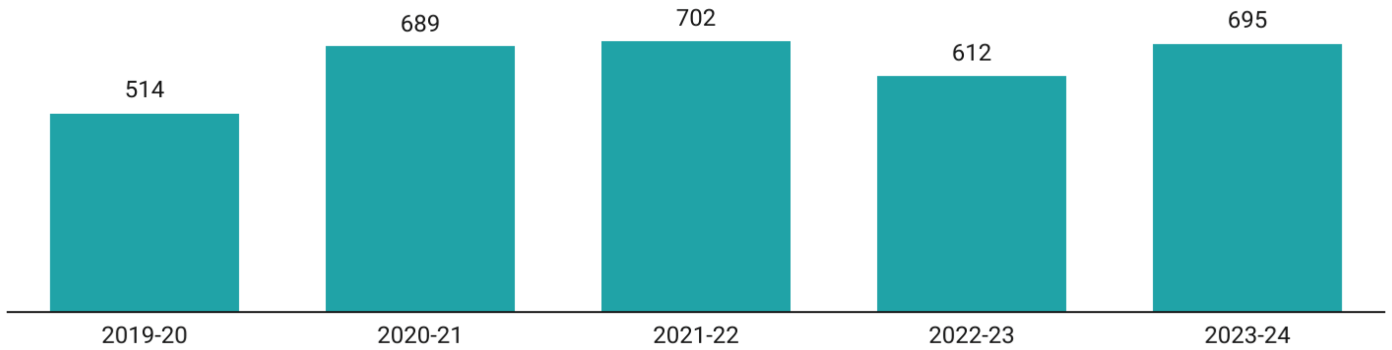
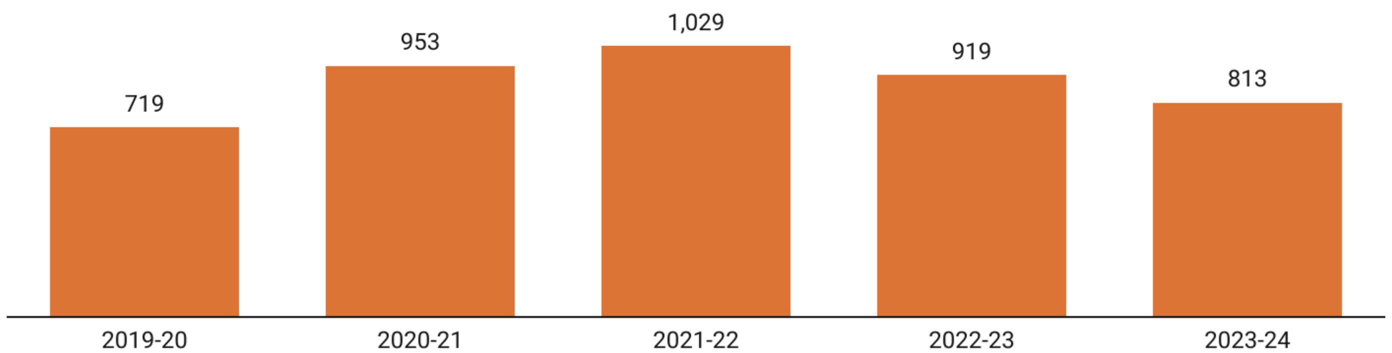


Figure 6: Certificate and Degree Awards By Year (cont'd)

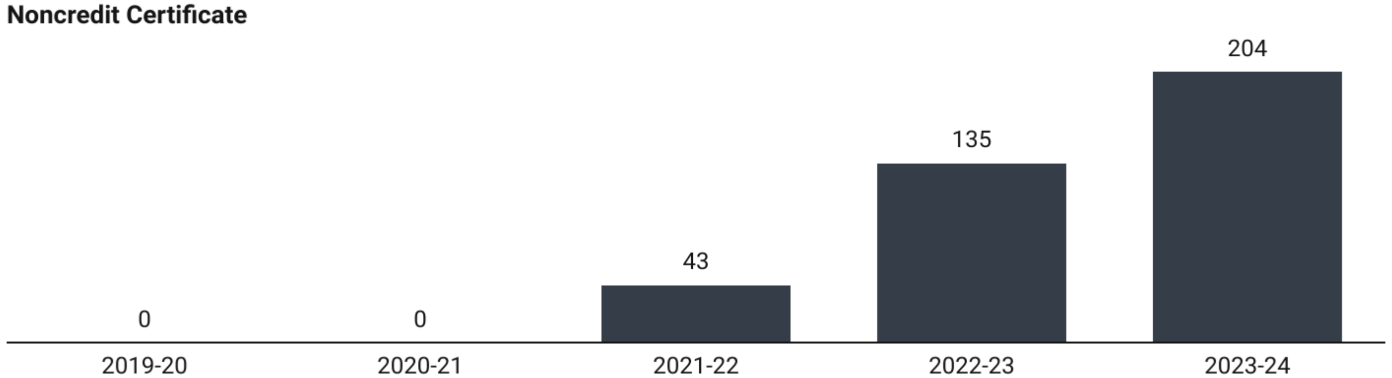
Associate in Science-Transfer



Credit Certificate



Noncredit Certificate



Source: De Anza College Office of Institutional Research, Planning and Accreditation

Goals and Activities

Goal 1: Workforce and Career Technical Education (CTE)

Increase CTE student headcount, starting at a baseline of 15,772 CTE students in 2025-26, from 15,772 CTE students in 2027-28 to 16,560 CTE students in 2029-30, for a 5% increase.

SEM Activity	Responsibility	Achievement by 2027-28	Achievement by 2028-29	Achievement by 2029-30
Increase CTE enrollment through adult education and dual enrollment	Vice President, Workforce Innovation and Economic Advancement	• Continue offering HUMA 20 and COUN 5 as dual enrollment classes at Cupertino and Homestead high schools • Develop dual enrollment Design and Manufacturing Technologies (DMT) classes at Oak Grove High School	Implement dual enrollment DMT classes at Oak Grove High School	Monitor and adjust as needed once fully launched
Offer all CTE courses with noncredit options	Vice President, Workforce Innovation and Economic Advancement	Continue working to update curriculum and develop noncredit versions of all CTE classes for approval during the five-year curriculum review cycle • As of 2025-26, there are 98 CTE courses offered as noncredit "mirrored" versions of existing credit courses, with more noncredit courses in the pipeline for approval to offer in fall 2027	Continue working to update curriculum and develop noncredit versions of all CTE classes for approval during the five-year curriculum review cycle	Continue working to update curriculum and develop noncredit versions of all CTE classes for approval during the five-year curriculum review cycle
Align CTE adult education and dual enrollment course pathways with Career Development and College Preparation (CDCP) pathways	Vice President, Workforce Innovation and Economic Advancement	Develop an Industrial Automation dual enrollment pathway with Palo Alto and Fremont Union High School District adult schools	Implement pathways	Adjust as necessary
Offer noncredit versions of Disability Support Programs and Services (DSPS) courses	Dean, Counseling and Disability Support Programs and Services	• Begin offering EDAC 430, 433, 435g and 435z as noncredit educational development courses • Begin offering the Sales Representative certificate	Implement pathways	Adjust as necessary
Offer HOPE courses through adult education partners	Dean, Counseling and Disability Support Programs and Services	Begin offering Learning Strategies classes: LS 207 and 209	Implement pathways	Adjust as necessary
Create internships for Career Development and College Preparation (CDCP) certificate	Vice President, Workforce Innovation and Economic Advancement	• Begin offering the internship class, CTED 064 • Develop a Work Experience Education internship course	Begin offering the Work Experience Education internship course	• Continue offering internship courses • Adjust as necessary
Maintain and regularly update program maps to ensure students enroll in appropriate courses and complete CTE programs efficiently and on schedule	Co-Coordinator, Guided Pathways	Maintain and regularly update program maps to ensure students enroll in appropriate courses and complete their CTE programs efficiently and on schedule • Update maps annually by September, to ensure alignment with curriculum office procedures and updated catalog	Update annually in September	Update annually in September

Goals and Activities

Goal 1: Workforce and Career Technical Education (CTE) (cont'd)

SEM Activity	Responsibility	Achievement by 2027-28	Achievement by 2028-29	Achievement by 2029-30
Provide ongoing activities and events that connect students to their academic and career goals, fostering engagement and encouraging continued enrollment in CTE programs	Co-Coordinator, Guided Pathways	• Offer two counseling workshops per year, one for STEM majors and one for non-STEM majors • Organize 3-4 career panels per year, spread across the six Villages • Offer annual training workshop on using Handshake to find jobs and internships • Hold Humanities Scholars Work Experience information session • Organize panel events on careers in CTE fields: Nursing, Translation and Interpretation, DMT, Real Estate • Hold mentoring sessions for new students, led by student mentors with life experience (returning students who have career experience)	• Offer two counseling workshops per year, one for STEM majors and one for non-STEM majors • Organize 3-4 career panels per year, spread across the six Villages • Offer annual training workshop on using Handshake to find jobs and internships • Hold Humanities Scholars Work Experience information session • Organize panel events on careers in CTE fields: Nursing, Translation and Interpretation, DMT, Real Estate • Hold mentoring sessions for new students, led by student mentors with life experience (returning students who have career experience)	• Offer two counseling workshops per year, one for STEM majors and one for non-STEM majors • Organize 3-4 career panels per year, spread across the six Villages • Offer annual training workshop on using Handshake to find jobs and internships • Hold Humanities Scholars Work Experience information session • Organize panel events on careers in CTE fields: Nursing, Translation and Interpretation, DMT, Real Estate • Hold mentoring sessions for new students, led by student mentors with life experience (returning students who have career experience)
Partner with CTE faculty members to design integrated general education pathways that complement CTE programs, making it easier for students to meet all graduation requirements while staying engaged in their chosen career field	Vice President, Workforce Innovation and Economic Advancement	CTE counselor will meet with faculty members from five different CTE programs (e.g., Auto Tech, DMT, Nursing, Business Administration, Computer Science) to identify general education pathways and update degree and program maps	Submit degrees and get approval at Curriculum Committee and CCCCO	Implement and identify five new CTE programs

Goal 2: Dual Enrollment and High School Partnerships

Increase dual enrollment FTES, starting at a baseline of 580 FTES in 2025-26, from 580 FTES in 2027-28 to 667 FTES in 2029-30, for a 15% increase.

SEM Activity	Responsibility	Achievement by 2027-28	Achievement by 2028-29	Achievement by 2029-30
Grow through CTE and adult education	Vice President, Workforce Innovation and Economic Advancement	• Continue offering HUMA 20 and COUN 5 as dual enrollment classes at FUHSD (Cupertino and Homestead high schools) • Develop dual enrollment Design and Manufacturing Technologies (DMT) classes at Oakridge High School	Implement dual enrollment DMT classes at Oakridge High School	Monitor and adjust as necessary once fully launched
Improve consistent and meaningful communication with De Anza's 66 high school partners	Dean, Enrollment Services	• Launch and maintain a monthly high school counselor newsletter • Create and distribute a monthly newsletter tailored to high school counselors and some community partners – highlighting key updates, important deadlines, event invitations (e.g., empowerment conferences, Open House), dual enrollment information, student success stories and resources to support students in the transition to college	Continue distributing newsletter	Continue distributing newsletter
Enhance presence and visibility at local high schools to increase awareness of De Anza College and its offerings	Dean, Enrollment Services	Expand use of student success specialists, including high school coordination • Serve as consistent liaisons with high school partners by coordinating regular visits, presentations and support services at high schools • Promote De Anza's programs, assist with application and enrollment events, and serve as key contacts for counselors and students from disproportionately impacted high schools • Follow up with referred students and collaborate with campus programs to streamline student support • Assist with campus tour events as needed	Continue expanded role of student success specialists	Continue expanded role of student success specialists
Reimagine and elevate De Anza's presence on high school campuses to build stronger connections and increase engagement	Dean, Enrollment Services	Revamp outreach approach with high schools, including how De Anza staff and programs show up on high school campuses • Reassess and redesign how the Office of Outreach engages with high schools, by shifting from transactional visits (e.g., presentations) to deeper, more collaborative engagement • As part of this effort, create customized outreach plans for each high school, increase cultural relevance and language accessibility, and maintain visibility at high school events (e.g., college fairs, parent nights) • Explore partnerships beyond school counseling offices – such as with student leadership programs, ethnic studies departments and community-based organizations on campus	Continue redesign of outreach approach	Assess and make changes as necessary
Increase outreach to charter schools and continuation schools for adult education	Dean, Enrollment Services	Develop partnerships with two charter schools and one regional adult education center, by offering two courses at each	Evaluate implementation	Assess and make changes as necessary
Introduce Guided Pathways meta-majors (Villages) to incoming dual enrollment students through orientation videos to help them understand academic pathways and increase program enrollment	Co-Coordinator, Guided Pathways	Add a Villages video from Office of Communications to the "New Student Orientation" shell in Canvas for all new, incoming students by fall 2027	Create additional orientation videos	Revise or revisit orientation videos based on student input
Revise summer admission and unit limitations for dual enrollment, increasing the summer enrollment cap from 6 units to 11 units to align with limits for fall, winter and spring quarters	Dean, Enrollment Services	Monitor if this change is enabling students to take more than one class during summer, in support of academic advancement and flexibility	Monitor and adjust as needed	Monitor and adjust as needed

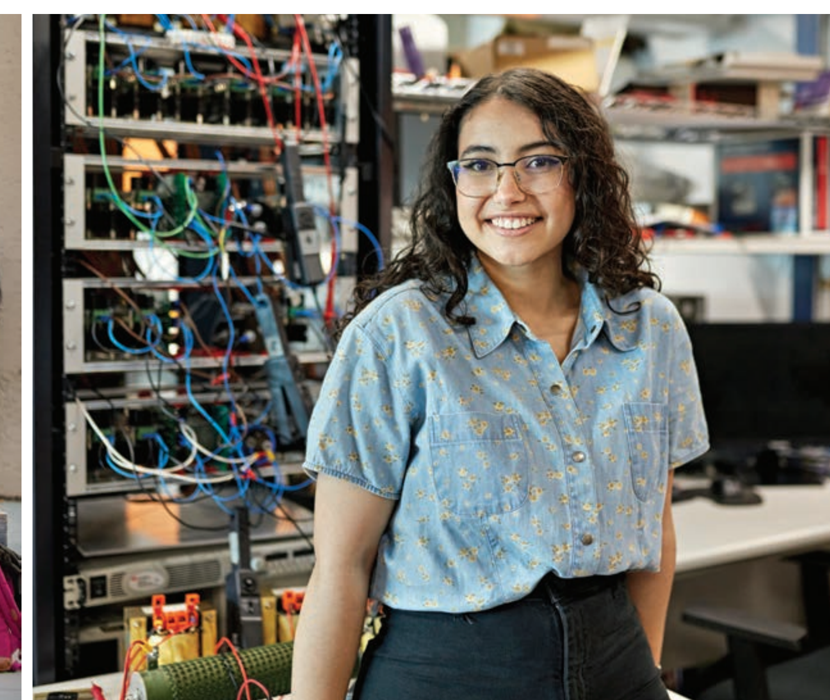
Goal 3: CDCP and Noncredit Enrollment

Increase noncredit Career Development and College Preparation (CDCP) FTES, starting at a baseline of 312 FTES in 2025-26, from 312 FTES in 2027-28 to 400 FTES in 2029-30, for a 28% increase.

SEM Activity	Responsibility	Achievement by 2027-28	Achievement by 2028-29	Achievement by 2029-30
Increase CTE enrollment through adult education and dual enrollment	Vice President, Workforce Innovation and Economic Advancement	• Continue offering HUMA 20 and COUN 5 as dual enrollment classes at FUHSD (Cupertino and Homestead high schools) • Develop dual enrollment Design and Manufacturing Technologies (DMT) classes at Oakridge High School	Implement dual enrollment DMT classes at Oakridge High School	Monitor and adjust as necessary once fully launched
Offer all CTE courses with noncredit options	Vice President, Workforce Innovation and Economic Advancement	Continue working to update curriculum and develop noncredit versions of all CTE classes for approval during the five-year curriculum review cycle • As of 2025-26, there are 98 CTE courses offered as noncredit "mirrored" versions of existing credit courses, with more noncredit courses in the pipeline for approval to offer in fall 2027	Continue working to update curriculum and develop noncredit versions of all CTE classes for approval during the five-year curriculum review cycle	Continue working to update curriculum and develop noncredit versions of all CTE classes for approval during the five-year curriculum review cycle
Align CTE adult education and dual enrollment course pathways with Career Development and College Preparation (CDCP) pathways	Vice President, Workforce Innovation and Economic Advancement	Develop an Industrial Automation dual enrollment pathway with Palo Alto and Fremont Union High School District adult schools	Implement pathways	Adjust as necessary
Offer noncredit versions of Disability Support Programs and Services (DSPS) courses	Dean, Counseling and Disability Support Programs and Services	• Begin offering the Sales Representative certificate • Begin offering EDAC 430, 433, 435g and 435z as noncredit educational development courses	Implement pathways	Adjust as necessary
Offer HOPE courses through adult education	Dean, Counseling and Disability Support Programs and Services	Begin offering Learning Strategies classes: LS 207 and 209	Implement pathways	Adjust as necessary
Create internships for Career Development and College Preparation (CDCP) certificate	Vice President, Workforce Innovation and Economic Advancement	• Begin offering the internship class, CTED 064 • Develop a Work Experience Education internship course	Begin offering the Work Experience Education internship course	• Continue offering internship courses • Adjust as necessary
Increase enrollment in noncredit English as a Second Language (ESL) pathways	Dean, Language Arts	Add sections of high-demand noncredit ESL courses including ESL 400, 451, 460A and 460B	Continue to monitor ESL noncredit demand and expand when possible	Continue to monitor ESL noncredit demand and expand when possible
Enhance high school partnerships through noncredit pathways	Dean, Language Arts	Add section of ESL 400 and begin offering EWRT 501A and EWRT 501B	Continue to monitor noncredit demand and expand when possible	Continue to monitor noncredit demand and expand when possible
Enhance industry partnerships	Vice President, Workforce Innovation and Economic Advancement	Develop partnerships with Cisco	Develop partnerships with FM Industries	Develop partnerships with Northrop Grumman
Create noncredit, just-in-time support courses for English and math (not mirrored from credit courses)	Dean, Language Arts; Dean, Physical Sciences, Math and Engineering	• Begin offering new noncredit courses for MPS with tutoring • Develop just-in-time noncredit modules for Precalculus • Begin offering noncredit EWRT 501A and 501B	Continue to offer noncredit support courses and adjust as needed	Continue to offer noncredit support courses and adjust as needed

Goal 3: CDCP and Noncredit Enrollment (cont'd)

SEM Activity	Responsibility	Achievement by 2027-28	Achievement by 2028-29	Achievement by 2029-30
Maintain and regularly update program maps to ensure students enroll in appropriate courses and complete their CTE programs efficiently and on schedule • Update maps annually by September, to ensure alignment with curriculum office procedures and updated catalog	Co-Coordinator, Guided Pathways	Maintain and regularly update program maps to ensure students enroll in appropriate courses and complete their CTE programs efficiently and on schedule. To ensure alignment with the curriculum office procedures and updated catalog, maps must be updated annually by September.	Update annually in September	Update annually in September
Provide ongoing activities and events that connect students to their academic and career goals, fostering engagement and encouraging continued enrollment in CTE programs	Co-Coordinator, Guided Pathways	• Offer two counseling workshops per year, one for STEM majors and one for non-STEM majors • Organize 3-4 career panels per year, spread across the six Villages • Offer annual training workshop on using Handshake to find jobs and internships • Hold Humanities Scholars Work Experience information session • Organize panel events on careers in CTE fields: Nursing, Translation and Interpretation, DMT, Real Estate • Hold mentoring sessions for new students, led by student mentors with life experience (returning students who have career experience)	• Offer two counseling workshops per year, one for STEM majors and one for non-STEM majors • Organize 3-4 career panels per year, spread across the six Villages • Offer annual training workshop on using Handshake to find jobs and internships • Hold Humanities Scholars Work Experience information session • Organize panel events on careers in CTE fields: Nursing, Translation and Interpretation, DMT, Real Estate • Hold mentoring sessions for new students, led by student mentors with life experience (returning students who have career experience)	• Offer two counseling workshops per year, one for STEM majors and one for non-STEM majors • Organize 3-4 career panels per year, spread across the six Villages • Offer annual training workshop on using Handshake to find jobs and internships • Hold Humanities Scholars Work Experience information session • Organize panel events on careers in CTE fields: Nursing, Translation and Interpretation, DMT, Real Estate • Hold mentoring sessions for new students, led by student mentors with life experience (returning students who have career experience)
Partner with CTE faculty members to design integrated general education pathways that complement CTE programs, making it easier for students to meet all graduation requirements while staying engaged in their chosen career field	Vice President, Workforce Innovation and Economic Advancement	CTE counselor will meet with faculty members from five different CTE programs (e.g., Auto Tech, DMT, Nursing, Business Administration, Computer Science) to identify general education pathways and update degree and program maps	Submit degrees and get approval at Curriculum Committee and CCCCO	Implement and identify five new CTE programs

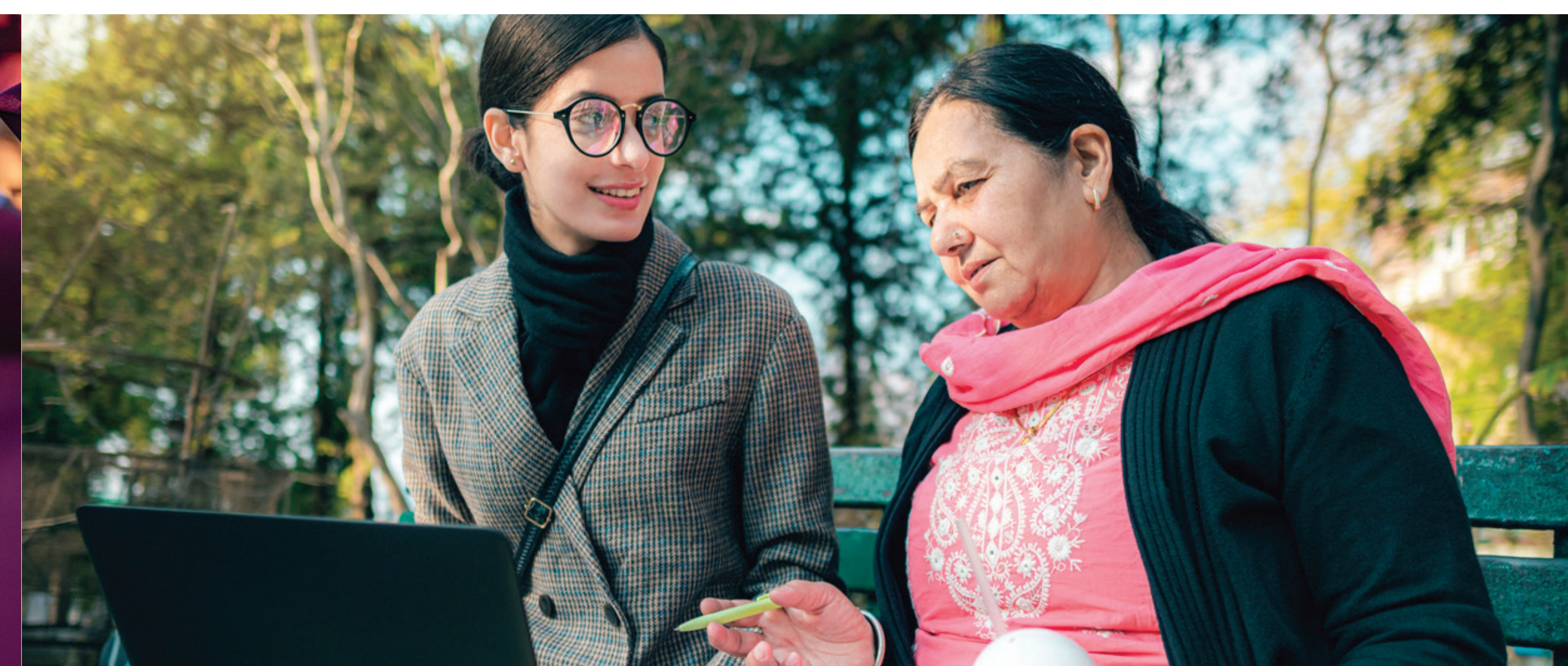


Goal 4: Adult Education Partnerships

Increase adult education* headcount, starting at a baseline of 8 FTES in 2025-26, from 8 FTES in 2027-28 to 51 FTES in 2029-30, for a 538% increase.

SEM Activity	Responsibility	Achievement by 2027-28	Achievement by 2028-29	Achievement by 2029-30
Increase CTE enrollment through adult education and dual enrollment	Vice President, Workforce Innovation and Economic Advancement	• Continue offering HUMA 20 and COUN 5 as dual enrollment classes at FUHSD (Cupertino and Homestead high schools) • Develop dual enrollment Design and Manufacturing Technologies (DMT) classes at Oakridge High School	Implement dual enrollment DMT classes at Oakridge High School	Monitor and adjust as necessary once fully launched
Offer all CTE courses with noncredit options	Vice President, Workforce Innovation and Economic Advancement	Continue working to update curriculum and develop noncredit versions of all CTE classes for approval during the five-year curriculum review cycle • As of 2025-26, there are 98 CTE courses offered as noncredit "mirrored" versions of existing credit courses, with more noncredit courses in the pipeline for approval to offer in fall 2027	Continue working to update curriculum and develop noncredit versions of all CTE classes for approval during the five-year curriculum review cycle	Continue working to update curriculum and develop noncredit versions of all CTE classes for approval during the five-year curriculum review cycle
Align CTE adult education and dual enrollment course pathways with Career Development and College Preparation (CDCP) pathways	Vice President, Workforce Innovation and Economic Advancement	Develop an Industrial Automation dual enrollment pathway with Palo Alto and Fremont Union High School District adult schools	Implement pathways	Adjust as necessary
Increase enrollment in noncredit English as a Second Language (ESL) pathways	Dean, Language Arts	Add sections of high-demand noncredit ESL courses including ESL 400, 451, 460A and 460B	Continue to monitor ESL noncredit demand and expand when possible	Continue to monitor ESL noncredit demand and expand when possible
Enhance adult education partnerships through noncredit pathways	Dean, Language Arts	Add section of ESL 400 and begin offering EWRT 501A and EWRT 501B	Continue to monitor noncredit demand and expand when possible	Continue to monitor noncredit demand and expand when possible

(* Adult education programs are designed to support adults 18+ in achieving their educational goals through free, noncredit courses including English as a Second Language, basic skills in English and math, Career Technical Education training and programs for adults with disabilities.)



Goal 5: Students Age 25+

Increase adult student (age 25+) headcount, starting at a baseline of 10,549 students in 2025-26, from 10,549 students in 2027-28 to 10,865 students in 2029-30, for a 3% increase.

SEM Activity	Responsibility	Achievement by 2027-28	Achievement by 2028-29	Achievement by 2029-30
Increase Career Technical Education (CTE) enrollment through dual enrollment and adult education	Vice President, Workforce Innovation and Economic Advancement	• Continue offering HUMA 20 and COUN 5 as dual enrollment classes at Cupertino and Homestead high schools • Develop dual enrollment Design and Manufacturing Technologies (DMT) classes at Oak Grove High School	Implement dual enrollment DMT classes at Oak Grove High School	Monitor and adjust as needed once fully launched
Offer all CTE courses with noncredit options	Vice President, Workforce Innovation and Economic Advancement	Continue working to update curriculum and develop noncredit versions of all CTE classes for approval during the five-year curriculum review cycle • As of 2025-26, there are 98 CTE courses offered as noncredit "mirrored" versions of existing credit courses, with more noncredit courses in the pipeline for approval to offer in fall 2027	Continue working to update curriculum and develop noncredit versions of all CTE classes for approval during the five-year curriculum review cycle	Continue working to update curriculum and develop noncredit versions of all CTE classes for approval during the five-year curriculum review cycle
Increase enrollment in noncredit English as a Second Language (ESL) pathways	Dean, Language Arts	Add sections of high-demand noncredit ESL courses including ESL 400, 451, 460A and 460B	Continue to monitor ESL noncredit demand and expand when possible	Continue to monitor ESL noncredit demand and expand when possible
Enhance adult education partnerships through noncredit pathways	Dean, Language Arts	Add section of ESL 400 and begin offering EWRT 501A and EWRT 501B	Continue to monitor noncredit demand and expand when possible	Continue to monitor noncredit demand and expand when possible
Align CTE adult education and dual enrollment course pathways with Career Development and College Preparation (CDCP) pathways	Vice President, Workforce Innovation and Economic Advancement	Develop an Industrial Automation dual enrollment pathway with Palo Alto and Fremont Union High School District adult schools	Implement pathways	Adjust as necessary
Launch the Senior Guided Pathways initiative, fully integrated with the De Anza College Villages framework, to create a welcoming and connected experience for learners age 50 and over	Associate Vice President, Instruction	Monitor and adjust as necessary once fully launched	Monitor and adjust as necessary once fully launched	Monitor and adjust as necessary once fully launched
Establish a senior mentors program, in which older adult students volunteer to support fellow students through mentoring, tutoring, event participation and other engagement opportunities	Associate Vice President, Instruction	Recruit and onboard five senior mentors in the first year	Recruit and onboard five additional senior mentors	Recruit and onboard five additional senior mentors
Align academic and co-curricular opportunities to support lifelong learning, career advancement, personal enrichment and intergenerational exchange	Associate Vice President, Instruction	Increase the number of courses and programs marketed through Senior Guided Pathways	Continue to market courses through Senior Guided Pathways	Continue to market courses through Senior Guided Pathways
Expand support services tailored to midlife and later-life learners, including academic advising, career and skills development resources, and connections to campus activities	Associate Vice President, Instruction	Increase the percentage of older students (age 50+) accessing Village activities and counseling services, by expanding services specifically geared to older adults	Continue to market and expand Village resources for older adults	Continue to market and expand Village resources for older adults
Partner with the Cupertino Senior Center and SASCC (Successful Aging Solutions and Community Consulting), along with other local agencies, to promote participation, co-develop programming and ensure that offerings reflect community needs	Associate Vice President, Instruction	• Pilot two new Senior Guided Pathways outreach events with partners per year • Co-host at least three community events with partner agencies	• Pilot two new Senior Guided Pathways outreach events with partners per year • Co-host at least three community events with partner agencies	• Pilot two new Senior Guided Pathways outreach events with partners per year • Co-host at least three community events with partner agencies

Goal 5: Students Age 25+ (cont'd)

SEM Activity	Responsibility	Achievement by 2027-28	Achievement by 2028-29	Achievement by 2029-30
Implement a coordinated marketing campaign to raise awareness of Senior Guided Pathways within the community, leveraging both digital platforms and traditional outreach channels	Associate Vice President, Instruction	Develop marketing campaign	Implement marketing campaign	Evaluate and make changes as needed
Integrate Senior Guided Pathways messaging into overall Village communications to emphasize inclusivity and belonging	Associate Vice President, Instruction	Develop messaging strategy based on marketing campaign	Implement messaging strategy	Evaluate and make changes as needed
Highlight the experiences, achievements and community contributions of Senior Guided Pathways participants and mentors through storytelling strategies	Associate Vice President, Instruction	Feature three participants per year from the Senior Guided Pathways programs in Village communications	Feature three participants per year from the Senior Guided Pathways programs in Village communications	Feature three participants per year from the Senior Guided Pathways programs in Village communications
Work with local media, alumni networks and community partners to broaden visibility and engagement	Associate Vice President, Instruction	Develop collaborations based on marketing campaign	Implement collaborations	Evaluate and make changes as needed

Goal 6: Credit for Prior Learning (CPL)

Increase the number of students successfully earning credit for prior learning (CPL), starting at a baseline of 10 CPL students in 2025-26, from 10 CPL students in 2027-28 to 30 CPL students in 2029-30, for a 200% increase.

SEM Activity	Responsibility	Achievement by 2027-28	Achievement by 2028-29	Achievement by 2029-30
Prepare the newly hired CPL coordinator to lead campuswide CPL expansion efforts, provide faculty support and oversee data tracking	Associate Vice President, Instruction	Ensure the new CPL coordinator is trained	Provide support and review data tracking efforts	Provide support and review data tracking efforts
Expand industry certification alignments beyond Automotive Technology and Computer Science and Information Systems, by developing CPL pathways for at least three additional departments each year through 2029-30	Associate Vice President, Instruction	Develop at least three additional industry-certification CPL pathways per year	Develop at least three additional industry-certification CPL pathways per year	Develop at least three additional industry-certification CPL pathways per year
Finalize credit by exam and portfolio review infrastructure, including forms, procedures and guidance materials for interested faculty members, and publish these resources online	Associate Vice President, Instruction	• Annually review and update publications • Increase the number of departments offering CPL through credit by exam, by at least two departments annually	• Annually review and update publications • Increase the number of departments offering CPL through credit by exam, by at least two departments annually	• Annually review and update publications • Increase the number of departments offering CPL through credit by exam, by at least two departments annually
Integrate CPL designations into Program Pathways Mapper and flag CPL opportunities within program maps where pre-approvals exist	Associate Vice President, Instruction	Update CPL opportunities in program maps	Update CPL opportunities in program maps	Update CPL opportunities in program maps
Update board policies and administrative procedures related to CPL, to ensure clarity, flexibility for students, alignment with state regulations and consistent implementation across departments	Associate Vice President, Instruction	Review board policies	Ensure all board policies are updated	

Goal 7: Completion Through Persistence

Increase term-to-term persistence for first-time students, starting at a baseline of 3,397 first-year students persisting from their first to second quarter in 2025-26, from 3,397 first-year students persisting from their first to second quarter in 2027-28 to 3,737 first-year students persisting from their first to second quarter in 2029-30, for a 10% increase.

SEM Activity	Responsibility	Achievement by 2027-28	Achievement by 2028-29	Achievement by 2029-30
Use VAR Academy to guide the college in narrowing equity gap; implement evidence-based strategies to enhance teaching and learning, and improve retention; integrate basic needs and mental health referrals into the classroom	Director, Institutional Research, Planning and Accreditation	Continue working with departments to implement practices that show promise for narrowing equity gaps, based on lessons from the 2025-26 collegewide implementation	Continue working with departments to implement practices that show promise for narrowing equity gaps	Continue working with departments to implement practices that show promise for narrowing equity gaps
Expand Village activities and events that directly connect to students' academic and career goals, creating targeted support for their chosen pathways	Co-Coordinator, Guided Pathways	• Artistic Expression Village: Transfer portfolio critique, Careers in Arts panel • Language and Communication Village: UC transfer workshop, Careers in English panel	• Business and Finance Village: Business model competition, internships workshop • Physical Sciences and Technology Village: Introduction to Engineering, Putnam Math Competition preparation	• Health and Life Sciences Village: Financial aid workshop, Careers in Health Care panel • Social Sciences and Humanities Village: Introduction to Social Sciences and Humanities Majors info session, resume workshop
Expand campuswide activities and events in the Village Centers to foster a sense of belonging and community connection among students	Co-Coordinator, Guided Pathways	• Artistic Expression Village: Animation Film Festival, student art show and reception • Language and Communication Village: Language Café, open mic poetry	• Business and Finance Village: May 4 "Star Wars" party, Soup and Networking • Physical Sciences and Technology Village: Chess tournament, Astronomy Night	• Health and Life Sciences Villages: Health care bingo, de-stress with therapy dogs • Physical Sciences and Technology Village: Chess tournament, Astronomy Night • Social Sciences and Humanities Village: Karaoke, international students' tea time
Continue to provide and expand integrated support services in Village Centers, including counseling, faculty office hours, basic needs assistance and tutoring to address barriers to student persistence	Co-Coordinator, Guided Pathways	• Establish standardized faculty office hours schedule across all Village Centers, with minimum coverage requirements and at least 30 instructional faculty members each quarter • Increase counseling availability through additional staffing with at least six counselors, or extended hours for the Village Centers • Design welcoming, accessible physical spaces that encourage student engagement • Develop data collection protocols to track service utilization • Implement comprehensive basic needs resource inventory and referral system	• Launch "one-stop" service model where students can access multiple support services during single visits • Launch Village Academic Support Team (VAST) coaching pilot program with trained student coaches in high-demand subjects in Language and Communication, Business and Finance, and Physical Sciences and Technology Villages • Create seamless referral pathways between different service components • Develop student leadership opportunities for Village Student Ambassadors	• Develop specialized programming with the Village programming team for unique student populations and their specific barriers; for example, add specialized workshops addressing common persistence barriers (e.g., time management, financial literacy, stress management) • Implement student feedback systems for continuous service improvement • Establish Village Centers as community hubs that serve broader neighborhood needs
Optimize course scheduling through cross-departmental collaboration; work with Office of Instruction, Guided Pathways and departments to review program requirements, analyze enrollment patterns and align scheduling with program maps	Vice President, Instruction	Develop and publish an annual schedule	Evaluate annual schedule with Guided Pathways and optimize as needed	• Review program maps and reevaluate schedule • Adjust schedule based on enrollment demand
Remove completion barriers and reduce course cancellations; coordinate scheduling to ensure students can access required courses while minimizing cancellations due to low enrollment	Vice President, Instruction	Develop and publish an annual schedule	Evaluate annual schedule with Guided Pathways and optimize as needed	• Review program maps and reevaluate schedule • Adjust schedule based on enrollment demand

Plan Assessment Process

The Strategic Enrollment Management Plan will be assessed quarterly by the College Planning Committee, which will make recommendations on updates and changes to College Council. The College Planning Committee will also develop a communications strategy to report progress on accountability and progress on the metrics.

Through integration of the college's Strategic Plan 2027-30 into the Strategic Enrollment Management Plan 2027-30, the metrics will be integrated into the annual assessment process including program review and Student Learning Outcome (SLO), Student Services Learning Outcomes (SSLO) and Administrative Unit Outcome (AUO) reviews.

This will support a continuous improvement cycle, in which the college will annually assess progress toward meeting each metric and develop action plans when metrics are lagging.

SEM Team Members

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- **Randy Bryant**, Vice President, Workforce Innovation and Economic Advancement
- **Stacey Carrasco**, Program Coordinator II, Office of Outreach
- **Nazy Galoyan**, Dean, Enrollment Services
- **Patty Guitron**, Counselor and Co-Coordinator, Guided Pathways
- **Lydia Hearn**, Faculty Coordinator, Strategic Innovation and Development
- **Mallory Newell**, Director, Institutional Research, Planning and Accreditation
- **Thomas Ray**, Dean, Language Arts
- **Marisa Spatafore**, Associate Vice President, Communications and External Relations
- **Ram Subramaniam**, Vice President, Instruction
- **Erik Woodbury**, Instructor and President, Academic Senate

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