



FOOTHILL-DE ANZA  
Community College District

## **2022-23 BOARD PRIORITIES: GOALS OF THE CHANCELLOR AND PRESIDENTS 2022-23**

Chancellor Miner and Presidents Fong and Holmes have aligned their goals to the priorities the Board of Trustees adopted for 2022-23. Following are their four board-aligned goals and the board priorities that each goal supports.

1. Increase investments in intentional strategies designed to achieve student success and equity goals and the elimination of systemic racism. (Board Priorities 1, 3, 4)
2. Monitor progress in selected metrics tied to the Student Centered Funding Formula that the Board will regularly discuss in depth. (Board Priorities 1, 2, and 3)
3. Increase support for nonacademic needs such as housing, food, and mental health services. (Board Priorities 1, 3, and 4)
4. Set clear expectations for law enforcement on campus. (Board Priorities 1, 3, and 4)

Below are actions undertaken from July 1, 2022, to December 31, 2022, reported by Foothill and De Anza colleges and Central Services to advance the four leadership goals.

### **1. Increase investments in intentional strategies designed to achieve student success and equity goals and the elimination of systemic racism. (Board Priorities 1, 3, 4)**



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#### **CENTRAL SERVICES**

##### **Chancellor's Office**

- In her role as chair of the California Community College Baccalaureate Association, the chancellor advocated for improved approval processes for baccalaureate degree programs with the California Community Colleges Chancellor's Office.
- The chancellor continued to serve on the American Council on Education's Women's Network Executive Council, which is devoted to building a nationwide pipeline of women in higher education leadership.
- As a member of the steering committee of Equity Forward, the chancellor continued efforts to achieve a more equitable economic recovery in Silicon Valley. Equity Forward is an initiative led by Silicon Valley Community Foundation, Joint Venture Silicon Valley, and Stanford University.
- The chancellor continued to influence legislative efforts intended to close equity gaps as a member of the Community College League of California's Advisory Committee on Legislation.
- Secured Equity Avenger Keith Curry as District Opening Day speaker and organized workshops to encourage further learning about equity issues.
- Advocated for passage of Senate Bill 1141, which expanded college attainment opportunities for more undocumented students; introduced a board resolution to recognize Undocumented Student Action Week; reiterated support of undocumented students in light of the Fifth Circuit Court of Appeals

decision threatening the Deferred Action for Childhood Arrivals (DACA) program; and urged support of the Dream Act with federal legislators.

### Reimagining Initiative

- The Reimagining Initiative launched in May 2022 with a listening tour that continued from July through October with various districtwide dialogues in group and one-on-one settings to identify themes which would set priorities for the initiative. Emerging themes identified through the listening tour related to improving collegiality and collaboration across the colleges, improving shared governance functions and processes districtwide, providing documented policies for onboarding and offboarding structures for employees, simplifying the application and registration processes for students, and increasing innovative opportunities for student pathways through career and technical education, industry and community partnerships.
- Engaged in districtwide discussions with instructional administrators, Faculty Association, and senate leadership to identify key issues and goals for a districtwide Enrollment Management Committee.
- Identified initial gaps in standard operating procedures related to onboarding and offboarding of employees and student registration and financial aid in order to begin aligning certain business processes to improve both the student and employee experience in these areas.
- Engaged with Central Services fiscal team regarding productivity, full-time equivalent students (FTES) targets, and resource allocation models as an initial examination into improved enrollment management strategies and resource allocation distributions.
- Explored the infrastructure and policies/processes requirements involved in eventually implementing a districtwide student application process.

### **Educational Technology Services (ETS)**

- Upgraded the student authentication and integration with the online Follett Bookstore website to support a more user friendly and secure payment process for leveraging financial aid and California College Promise Grant in support of students who rely on these sources of funding to purchase their textbooks and course materials.
- Reconstituted the True/Preferred Name working group to review previously identified scope and procedures for a technology workflow allowing employees to change to a true/preferred name, without a legal name change, so that their identity is affirmed through the representation of their name across multiple IT systems. Evaluated multiple process designs and additional forms automation to create a more transparent and responsive workflow.
- Created a local email alias group to receive and distribute messages to appropriate college staff from the State Chancellor's Office LGBTQ+ listserv. This listserv provides information regarding allocation requirements and specifications, grants and other funding, meetings and events, pertaining to campus LGBTQ+ programs.
- Completed a request for proposals (RFP) for an Architectural Design Team for the districtwide Wi-Fi expansion. This is needed to account for construction-oriented components and to assist in determining what portions of the expansion fall into Phase 1 and Phase 2; this design work is now in process for both phases.
- Completed De Anza Advanced Technology Center computer refresh of approximately 400 devices, replacing standalone PCs with virtualized desktop (VDI) workstations. The VDI infrastructure can be leveraged to resolve individual workstation problems, as the virtual desktop is delivered from a central server. The quicker time to resolution means lab workstation issues can be quickly resolved, reducing, or nearly eliminating, out-of-service workstations and creating more access for students.
- Deployed upgraded ePrintIt student printing stations to multiple locations at Foothill and De Anza campuses.
- Completed the back-end IT infrastructure for the use of PyraMED by both colleges to support student health and wellbeing support by college health offices.

- Provided video services for the Foothill College presidential search process open forums, expanding access to the finalist forums via YouTube and creating expanded opportunities for student and employee input.
- Vice Chancellor/Chief Technology Officer Jory Hadsell elected to serve as chair of the Steering Committee for the Western Interstate Commission for Higher Education [WICHE] Cooperative for Educational Technologies. WCET is a national organization focused on educational technology and digital learning innovations with a 2022-23 agenda focused on expanding online student equity, artificial intelligence in online/higher education, and expansion of microcredentialing in digital learning. Vice Chancellor Hadsell participated in multiple sessions at the WCET Annual Meeting in Denver, Colorado.

### **Humanities Mellon Scholars Program for Creative and Responsive Thinkers**

Mission: to support Foothill and De Anza students in their path to transfer to prepare for transfer underrepresented and underserved students who are earning a Humanities-based baccalaureate degree.

- Admitted 159 students (47 underserved and underrepresented), of which 100 enrolled for fall courses, Cohort 2022
- Achieved a 60% recruitment increase over 2021
- Placed 37 students in internships for fall quarter 22, our biggest number for a single quarter to date
- Added two new sections of Humanities cohort courses
- Completed four 2-minute videos highlighting various aspects of the program:  
[https://www.youtube.com/playlist?list=PLmYRAbY2X5YnXao6bejjU4LdFK1IkG\\_vw](https://www.youtube.com/playlist?list=PLmYRAbY2X5YnXao6bejjU4LdFK1IkG_vw)
- Onboarded five new Humanities Mellon Scholar Mentors (three from De Anza, two from Foothill)
- Conducted two social outings: Santa Cruz Ropes Course and attendance of the musical *Frozen*
- Provided campus visit to the University of San Francisco (USF), our partner school

### **Krause Center for Innovation (KCI)**

- Our aim as we plan new programs and finish up year-long state certificate programs is to eliminate any systemic racism. Many of our part time educators participated regularly in officially recognized equity related programs during summer/fall 2022.
- The work done in our MERIT (Making Education Relevant through Innovative Technology) program is probably the best aligned with our board goals. There was significant time spent daily regarding equity and inclusion in our MERIT program classes. We purchased books on the subject and also discussed the relevance of diversity, equity, and inclusion (DEI) and systemic racism. We hired two African American instructors who were co-instructors for the program, one in Southern California and one in Northern California. These two well-experienced educators taught the entire cohorts about equity and inclusion.
- Hired a makerspace coordinator to increase makerspace open hours and to connect with different Foothill-De Anza students and disciplines. Our goal is to support students in career skills development. Our non-credit course means that any student can learn how to use makerspace tools and technology at no cost. There has been a notable increase in all makerspace use metrics for the first quarter of our coordinator's part-time employment (fall 2022).
- Worked on an immersive media (VR, AR, MR) certificate, specifically focused on the ways in which immersive media promotes social and emotional learning (SEL) goals in the classroom.
- Created a Research, Design, and Development certificate in conjunction with dual enrollment programs to increase diversity of enrollment, empower students to make changes in their communities and support career readiness skills. The certificate is currently going through the approval process.
- Served as a significant partner in three major grants (\$100,000 or more):

- National Science Foundation CSforAll grant that focuses on the integration of computational thinking in 4<sup>th</sup> and 5<sup>th</sup> grade math classes in four East San Jose school districts with a focus on Latina students to increase their interest and success.
- California Community Colleges Chancellor's Office grant that focuses on implementation of entrepreneurship curriculum into a diverse group of courses including chemistry, theater arts, computer science, civics, and English.
- Strong Workforce Program grant through California Community Colleges that focuses on semiconductor pre-apprenticeship pathways in local middle and high school curriculum.
- Supported a Title 1 District in East San Jose to develop and implement a three-year technology plan. The technology plan focuses on student learning, teaching, and technology access.
- Responsible for putting on a Computer Science conference with the Santa Clara County Office of Education, Silicon Valley Education Foundation, and The Tech Interactive to integrate computer science in all school subjects.
- Held a "Humanizing Mathematics" workshop series with a diverse group of instructors of all backgrounds to help students, particularly those from underrepresented populations, see themselves in math.



## FOOTHILL COLLEGE

### **Business and Social Sciences**

The Child Development Department has partnered with the Felton Institute, a local Social Services nonprofit, to offer Early Childhood Education Certificate classes with Spanish language supports in the classroom for its clients. The winter quarter pilot has students enrolled in two Child Development courses, both taught by a Spanish speaking instructor to assist mostly undocumented students in the classes. Students are also enrolled in an ESL course designed for Early Childhood Educators to help improve English proficiency. The hope is that a longer-term partnership can be developed with the Felton Institute to continue offering these classes to help students learn English and get career training at the same time.

### **Counseling Division**

- Increased offerings of counseling and career life planning courses for students in dual enrollment program.
- Improved coordinated early alert referrals for students in learning communities.

### **Disabilities Resource Center (DRC) and Veterans Resource Center (VRC)**

In line with its Strategic Vision for Equity (SVE) Action Plan, the Disability Resource Center is developing an "ethical retention infrastructure". Central to this infrastructure is the pairing of academic coaches with DRC counselors and deploying coaches to do proactive outreach and triage. This infrastructure is data informed regarding proactive outreach to student of color with disabilities to mitigate disproportionate impact in access and completion and in line with a new state funding formula for DSPS funds that shifts away from weight student count based on disability type to headcount. Similarly, the Veterans Resource Center will be utilizing proactive outreach and a revamped VRC orientation designed with military affiliated students of color and their success in mind.

### **Office of Equity**

Utilizing a decentralized engagement approach and framed by the five principles identified in the Collective Impact Model (Kania & Kramer, 2011), the Office of Equity has created 13-55 Implementation Teams to ensure all 13 issues and 55 goals identified within the [Strategic Vision for Equity \(SVE\)](#) are

addressed across the entire campus and at all levels of the institution. Twenty-one teams from across the college meet monthly as a campuswide implementation group. Implementation Teams (aka iTeams) are comprised of at least one administrator and one faculty/staff member from various divisions/departments. Information on individual team membership and charge of the group can be found on the 13-55 website ([click here](#)).

The 13-55 iTeams are charged with supporting their divisions/departments in the implementation of the SVE, by identifying goals in the plan to address and assessing their progress in completing those goals. The following is a list of teams and the issues they will be addressing this academic year:

**Issue 1:** The onboarding process disproportionately impacts African American students.

- iTeams: Enrollment Services (Admissions and Records, Evaluation) and Veterans Resource Center

**Issue 2:** There are large numbers of students of color who are not accessing, are ineligible for, or fall out of eligibility for available financial aid programming.

- iTeams: Financial Services and EOPS

**Issue 3:** More recent focused outreach with a specific intent to increase access and enrollment of Latinx and African American students doesn't readily connect back to a larger strategy to support and retain these populations.

- iTeams: Marketing & Outreach and Apprenticeship/Workforce Division

**Issue 4:** The current lack of coordinated infrastructure for basic needs services at the college (psychological services, food pantry, transportation, homeless referrals) can make it prohibitive for students of color to access services.

- iTeams: Student Affairs & Activities Division

**Issue 5:** Lack of a sense of belonging, safety, and space allocation for students of color.

- iTeams: Business & Social Sciences Division, Administrative Services, Language Arts Division, Office of Equity, Kinesiology & Athletics Division and MIP-C.

**Issue 6:** Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines.

- iTeams: STEM Division and Academic Senate

**Issue 9:** Lack of a college-wide retention plan for students of color to progress through their academic career at Foothill.

- iTeams: Fine Arts & Communication Division and Disability Resource Center

**Issue 10:** Lack, or underutilization of campus support resources (tutoring, career center, transfer center, etc.).

- iTeams: Health Science & Horticulture Division, General Counseling Division, Classified Senate, Library & Learning Resources Division

**Issue 11:** Students accessing our classes and services online are not receiving comparable spaces, resources, and services as students who access them on campus.

- iTeam: Online Learning

### **Fine Arts and Communications**

Fine Arts and Communication has long been a campus leader in developing anti-racist curriculum (MDIA 8, MUS 8, PHOT 8, THTR 8). These classes equip students with tools to combat racism and ethnic discrimination, and to find ways to build a society that includes all people on an equal footing.

Communication Studies wrote a department Mission Statement that aligns with the college's dedication to equity and inclusion. Faculty in several departments made changes to CORS to address equity, as well as re-envisioned equity-minded, student-focused Program Learning Outcomes and Student Learning Outcomes.

- Several departments redesigned their degrees and certificates to eliminate excess courses that don't count toward graduation. The Photography department developed noncredit courses in Photography. These free courses will make education available to everyone and allow students to develop skills that prepare them for success in for credit courses and programs.
- Faculty participated in professional development opportunities on Culturally Responsive Teaching and Building Student Engagement, and then implemented strategies to increase student success and equitable goals. Faculty participated in online learning equity meetings and are actively involved in our division 13-55 plan. Two of our faculty serve as online coordinators and demonstrated how to locate and assess equity retention data in a division meeting. Several faculty aligned their courses to the California Virtual Campus-Online Education Initiative (CVC-OEI) and equity rubrics to increase online course quality, accessibility, and equity, and support a core California Community Colleges guiding goal to close achievement gaps for disproportionately impacted student groups. As result, many faculty have implemented no cost or low-cost textbooks.
- Communication Studies and Photography both participate in the UMOJA learning community, which provides academic preparation and support for educationally underserved students. In addition, several departments (Communication Studies, Media Studies, Music, Photography) participate in the Honors Institute. These courses are open access, making them available to all students from all different backgrounds.

### **Health Sciences and Horticulture**

- Veterinary Technology and Horticulture began classes at Elmwood Correctional Facility. Classes were offered in Veterinary Assisting Certificate program. Foothill College faculty will continue to offer the courses at Elmwood in the summer and next academic year.
- The part-time and full-time faculty in the HSH division will coordinate an in-service workshop with campus resources (Student Services, Learning Center and STEM tutoring) so they can be better equipped to support and monitor students in the HSH programs. When faculty are better equipped to support students, the HSH students are more successful in the HSH programs.

### **Language Arts**

- Planning for second annual Ethnic Studies Summit, in collaboration with De Anza.
- Wrote honors versions of Ethnic Studies courses.
- Scheduled and hired for first Foothill African American Studies class (winter quarter) and reached maximum enrollment.
- Faculty collaboration with California community college colleagues on open education resources (OER) Ethnic Studies textbook.
- Offered ESL 26, transfer-level freshman composition class for ELL students.
- Offered ENGL1A + ESLL corequisite as AB705 option.
- Continued HyFlex options in ESL to support student access and choice of modality.
- Participated in California Adult Education Program (CAEP) North Santa Clara County Consortium.
  - Collaborated with Outreach to hire student success specialist for Adult Education.
  - Continued discussions/collaboration with the associate vice president of workforce on CTE-ESL Integration.
  - Partnership with Fremont Union High School District Adult School/CAEP Consortium and collaboration with Foothill Child Development and Education faculty to offer ESL for Child Development for CHLD pathway.
  - Faculty and staff participation in CAEP consortium workgroups: curriculum alignment, student services, data.
  - Hired data analyst to focus on CAEP data integrity and research.

- English faculty collaborated/participated in learning communities: Pre-STEM, Umoja, Puente, Honors (co-coordinators and cohort-specific themed classes in English).
- Faculty participated in Research and Service Leadership Symposium (RSLS): co-coordinator.
- English and ESL Faculty collaborated with Writing and Learning Center (WLC) and Pass the Torch: faculty non-credit coordinators, faculty tutors .
- English faculty participated in Guided Pathway: Onboarding team co-lead, Staying the Path team co-lead.
- Faculty participated in SLOs – Ensuring Learning co-coordinator.
- Faculty served as online coordinators.
- Title 5 workgroups focused on equity-driven curriculum updates and adjustments.
- Faculty participated in online learning equity meetings.
- Continued collaborated between Spanish faculty and WLC staff to offer Spanish peer tutoring program, leadership opportunities for native Spanish speakers.
- Continued collaboration between English faculty and WLC staff to offer Journalism courses and Journalism club, creating opportunities for student voice on campus.
- Offered Community Reading Project, focusing on Art Spiegelman’s Maus (English, Library, Office of Equity collaboration).

### **Learning Resource Center**

The Learning Resource Division has extended times for the Library and Tutoring Centers to be open to meet student needs. We have also added Friday tutoring and kept tutoring online as well as in person, so students who struggle to come to campus can get the help they need.

### **Marketing and Outreach**

Both the Marketing and Outreach teams are deeply invested in supporting our students’ success at Foothill College. Both teams are focused on expanding access to Foothill College, removing structural barriers to success and access, and ensuring students are well informed about the services, support, and opportunities available at the college.

#### Marketing:

Starting in August 2022, the marketing team initiated the full website redesign process with the selected vendor, Carnegie Dartlett. The new website contract hinges on: Accessibility (ADA compliance and beyond), improved usability (simplify navigation), language (making all information more accessible and making the website more welcoming), and the heavy use of images, graphics, and videos so our students can see themselves on the website. The final product will be a more inviting, accessible, usable, and friendly web platform.

- During the exploratory phase, the vendor met with over 120 students, faculty, staff, and administrators to learn more about the college and the needs for the new website. During the usability testing, students and staff were asked to provide feedback on their experiences with the current website. The process is now moving to the first iteration of the new wire frames. The Marketing team is meeting with students, faculty, staff, and administrators to gather feedback on the first iteration. The next phase will be to test a full mockup of the site on mobile and laptop platforms with all campus users.
- The Marketing team engaged a photographer to take portrait photos of all employees for their website directory pages and departments for the same purposes. The goal is to make the website more welcoming as the students will see the diversity of our faculty and staff and see themselves as part of the college.

Marketing identified its 13-55 equity goals (Issue 3, Goal 1) and is working to implement strategies to recruit and retain more Black and Latinx students. This includes the comprehensive website redesign.

### Outreach:

- The Outreach team organized campus visits for over 300 high school students currently in Foothill's dual enrollment classes (CCAP pathways) to connect these students with the areas of study they have expressed interest in. The high-school students met faculty, staff, and Foothill students, visited classrooms and labs, and learned more about financial aid, learning communities, SLI, and other campus resources. These visits are a conscious effort to make the students' transition from high school to college as seamless as possible. Many students get their OWL cards and bus passes during these visits.
- The Outreach team coordinated the enrollment of students at Elmwood Correctional Facility into Vet Tech and Horticulture classes.
- The Outreach team finalized an agreement for contract education with Osborne and Blue Ridge youth correctional facilities to allow Foothill to provide instruction in Horticultural studies at both sites.
- The Outreach team has committed to supporting Issue 3 as part of the college's 13-55 Equity goals and will be working to rewrite all of our CCAP agreements to strengthen the language to support more disproportionately impacted students accessing dual enrollment pathways.

### **Office of Online Learning**

- Continued work with the Online Equity Affirmation, including developing workshops and learning communities designed to support faculty as they revise their online course content and teaching practices through an equity lens (for example, see the [Summer Learning Communities](#)).
- Working with the 13:55 committee, developed goals for online learning that focus on enhancing students' sense of belonging in online courses. We believe this is a foundational piece that supports developing growth mindset and contributes to retention and success.
- Integrated equity criteria in the Peer Online Course Review process.

### **STEM/Science Learning Institute (SLI)**

- Over a three-day span of November 18, 2022, through November 20, 2022, the Foothill hackathon event (Owlhacks) was brought back to campus for the first time since 2017. The event was very successful and there were 80+ students that participated from not only Foothill College, but from various other colleges as well. Judges from various industry sectors also participated, and the winning team presented a working app on using AI to generate study guides when fed information such as novels.
- With lots of excitement and effort in transforming the 4200 building, attempts to help contribute to transforming how student learning is accomplished continues. One step toward this is the course proposal for MATH 2BL, which would be the first hands-on lab class offered in the mathematics department. This class would be used as a physical lab-based experience for projects that relate to linear algebra. Various rooms in the 4200 building would be used to house devices and equipment relating to the lab portion.
- As the push to create more honors courses in STEM, we were able to agree upon the conditions and receive a sizeable donation to support these efforts. A new foundation fund was created for this reason, which is aimed at expanding the honors courses in calculus and linear algebra, as well as using the funds to help support the devices needed for honors courses and any future mathematics lab courses that innovate curriculum.
- During the winter 2023 quarter, for the first time, we are running a large-size class of MATH 10 of 70+ students, all of whom are from the Umoja and Puente learning communities. Various faculty and support staff from the learning communities are in the classroom daily to help support students. This will allow the possibility of all these students completing their college level mathematics requirement for transfer simultaneously in the same quarter and in the same classroom learning environment, furthering the connections made in their learning communities.

- The STEM Division 13-55 team is currently in the process of conducting a survey of the faculty in our division to help gauge how much they feel supported with resources in learning about anti-racism and equitable curriculum. This survey will be compiled and reviewed by the smaller 13-55 STEM team, which will use the results to help shape how the division moves forward with efforts toward changing the culture of learning in the division. Divisional faculty are currently tasked with helping to also compile a larger list of resources that are being used across all of the departments in addressing such goals. Compiling such a list and making transparent to the division will aid in creating the desired culture. During STEM division meeting (optional) check-ins, which take place every other week, we also started implementing the opportunity for staff and faculty to share the resources they are using both in research and in the classroom to the broader group.
- Student involvement outside of the classroom continues to grow, as there are now 19 student clubs in STEM. We have a dedicated room in the 4200 building where STEM clubs meet. The student club members are constantly coming up with new opportunities for the college. During the fall quarter, the Women in STEM Club organized (with financial support of the STEM division) a series of presenters from outside the college to come talk about topics such as VR. A subgroup of the AI and Data Science club recently also produced the Principia Foothill STEM magazine, 1<sup>st</sup> edition. We are currently conversing with the students who created it on how we can work together to expand further with this idea.
- The Science Learning Institute (SLI) has continued running programs to advance diversity and equity in STEM:

#### Summer 2022

- Ran the SLI STEM summer internship program for 43 students placed at 24 industry and research internship sites for anywhere from 6 to 10 weeks. All students received a stipend through SLI (with a few partners providing a cost-share). Students interned part-time during the summer and then delivered a final presentation in early September as a capstone for their experience.
- Ran the PRE-STEM Summer Institute for 15 students, in person for the first time in the three years we have been running the program. Students participated in a three week intensive, preparing them for their first year at Foothill. Programming included a math readiness class, a college readiness set of workshops led by SLI peer leaders, and a data science project-based learning curriculum.

#### Fall 2022

- Coordinated STEM Day in the PSEC quad on the same day as New Student Orientation, before school started, with the STEM Division faculty for incoming and returning students to learn about the departments and STEM resources.
- Welcomed a group of about 30 STEM students into the PRE-STEM cohort learning community for academic and overall support in pursuing their STEM degree. The cohort meets every other week in workshop sessions with staff to discuss academic success strategies, resources on campus, and career development.
- Staffed SLI STEM Impact Team outreach tables during the first week of school as an outreach effort for SLI to get the word out about our resources to students on campus.
- Field trip to Standard Bio Tools, a biotech company in South San Francisco, to provide exposure to the industry and company.
- Held two STEM Equity Seminars for Owls speakers
  - Dr. Jennifer Oritz Cardenas from the Microfluidics Foundry at Stanford shared her research and career path
  - Dr. Sofia Sheikh from the SETI Institute shared her research and career path
- SLI Boba Social networking event brought together 50 students in networking activities and community building to build a sense of belonging at Foothill.

## **Workforce/Apprenticeships**

Created educational pathways to jobs that pay living wages in a short amount of time:

- Dental Assisting Apprenticeship first graduation of 9 students.
- Received approval of first Child Development Apprenticeship.
- Respiratory Therapy bachelor's degree program
- Initiated Community Health Worker Programs
- Restarted Diagnostic Medical Sonography program using Strong Workforce Program (SWP) funds. Foothill is the only public program for sonography in the Bay Area.
- Provided financial support for purchases that improve access to workforce industry standard equipment and training through Perkins and SWP funding.
- Made financial investments in programs that improve access to professional development for STEM teachers.
- Arranged field trip(s) to expose underrepresented students to various companies, including Standard Biotech and NASA.
- Developed relationship with San Jose Conservation Corp for internships at NASA to provide pathways to community college certificates and degrees.
- EMS piloting VR software for Emergency Medical Services (EMS) faculty to use diversity training for faculty and EMS students.
- Launched DEI Institute as part of Community Education Program offerings such as Equine-nimity Program to teach diversity, equity and inclusion.
- Provided ESL training for hospitality/hotel workers such as the Tetra Hotel chain to provide upward career pathways for their employees.
- Developing wine appreciation class for restaurant servers in the Bay Area region.

## **Student Services**

- Coordinated several planning meetings to begin the process of creating a BIPOC (Black Indigenous People of Color) Multicultural Center. A space has been identified and will include a Dreamer Center for Undocumented Students, a space for LGBTQ+ community, a Black Student Union, a Latinx Community Center, and a Pacific Islander Center. The space will be connected to the Basic Needs and Wellness Center where students can easily access food, wellness, and psychological services. The Center will be in place by Fall 2023.
- Coordinated to further expand and advertise our legal services for undocumented students.



## **DE ANZA COLLEGE – INSTRUCTION**

### **Academic Services and Learning Resources**

The Office of Professional Development offered the following workshops and programs:

- Data Coaching for Faculty (with Institutional Research) including these workshops to help faculty understand and utilize data to reduce equity gaps:
  - FTES, FTEF, WSCH, PROD... What does it all mean?
  - Explore Your Course Success and Retention Rates
  - What's My Equity Gap?
  - Faculty Success or Instructor Success?
  - Data Expert and Data Stewards

- Health + Wellness Series for Faculty and Classified Professionals
  - 7 Types of Self-Care
  - Office Yoga - Finding Small and Impactful Ways to Maintain Movement and Mobility
  - Strengthen Your Time Management Skills
  - Breath and Meditation Awareness to Manage Stress and Triggers
- Powerful Meaningful Assessments (SLO Series)
  - Assessing Meaningful Assessments
  - Using Data to Inform Student Learning Outcomes
  - Mission Statements and Alignment with College Goals
- Teaching Cafes
  - 3 Ways to Listen For and Identify Student Support Needs (with Tom Nguyen, Counselor, BHES)
  - 3 Ways I'm Thinking About Retaining Students in My Class (with Elsa Jimenez, Biology)
- Faculty Perspectives
  - Do points really matter? Reexamining the role of points in the culture of education (with Nick Chivers, Comm Studies)

#### Guided Pathways:

- Launched Rising Scholars
- Campus Safety Initiative: Updated emergency phone locations
- Integrated wrap around services into Village virtual spaces

The Guided Pathways Villages sponsored collegewide and Village specific events, including:

- The Health and Life Sciences Village hosted a college-wide financial aid workshop to connect students with representatives from Financial Aid.
- The Artistic Expression and Language and Communication Villages supported students who are applying to transfer. Faculty in Artistic Expression hosted a workshop to advise students on how to assemble their artistic portfolios for transfer. Language and Communication faculty hosted a college-wide presentation on how to write the University of California application essays. Faculty from that Village also scheduled several weeks of drop-in office hours for personalized transfer essay assistance for all students.
- The Physical Sciences and Technology Village hosted an open house for students to learn more about the Math Performance Success (MPS) program.
- The Business and Finance Village sponsored a career planning workshop for students interested in management and technology.

#### **Biological, Health and Environmental Sciences**

- Environmental Science faculty have resumed field trips giving students real life scientific, conservation and preservation experiences.
- Through collaboration with district and college facilities online Environmental Studies classes are able to provide real time energy data to online students from around the state, country and world.
- Health Technologies and Medical Laboratory Technology have worked on procuring new clinical sites for student rotations.
- Nursing has worked with clinical sites to increase number of students enrolled in cohort from 14 to 20.
- Using funds from the Enrollment Growth Grant Award, the Nursing program has worked to subsidize online learning resources for students helping to address student attrition and retention in Nursing.
- With the Biology and Environmental Science lab classes returning fully back to campus, there has been the need to replace, replenish and restock our supply, equipment and materials areas, which our classified staff have worked on tirelessly to make the student experience rewarding and relatable.

- Biology and Environmental Science have been able to have continued access to supportive online tools such as JoVE to help with student exposure to scientific materials, helping to meet the ongoing goal of increasing student enrollment, retention and success while also reducing the equity gap.

### **Business, Computer Science and Applied Technologies**

- Developed some data analysis sheet to show success and equity gaps by course/faculty/ethnicity. Information shared privately with faculty. The college adopted the ideas and the Office of Research made it available to the entire college.
- Used new data tools, which are being shared with each faculty member at the end of the term, showing the equity gaps and success rates in their sections compared to other faculty members teaching the same courses.
- Used division meetings to continue the discussion on grading for equity and creating more equity-based assessment methods.
- Used division meetings to share best practices.
- Developed multiple noncredit certificates in the areas of Automotive Technology, Computer Science and Real Estate to allow students from underrepresented populations to earn college certificates at no cost.
- Successfully ran two cybersecurity camps in summer 2022 and will run them again in summer 2023. The majority of the participants were from underrepresented populations.
- Received approval for the baccalaureate degree in Automotive Management, which is an equity breakthrough. This will allow many of the automotive graduates who have no path to management in the industry to earn the credentials needed to help them move up the leadership ladder.

### **Career Technical Education (CTE)**

- Continued outreach programs.
- Continued dual enrollment efforts.
- Continued support of Adult Education.
- Continued job prep workshops.
- Working to establish a Learning Aligned Employment Program (LAEP).
- Working with Silicon Valley Leadership Group and other principles to establish internship opportunities for our students.
- Working with and funding the Occupational Training Institute to provide student opportunities.

### **Creative Arts**

- Completed the Veterans Resource Center mural. Professor Julie Hughes used input from veterans and students in leading a team that finished the mural.
- The Ceramics and Sculpture programs continued to provide clay and building materials for free, allowing those who are socio-economically challenged to participate in the same way as others and thus enhance equity in the program.
- The Film/TV Department supplied film, developing, and digital transfer costs for students in the fall 2022 16mm Motion Picture Production class, using a grant arranged and administered through the CTE and Workforce Development Division. New Film/TV Production Professor Rachel Silveria engaged the vendors and followed up at each stage. This allowed socio-economically challenged students to fully participate in the course and thus enhance equity in the program.
- Thanks to the assistance of the district and ETS, students in Film/TV, Photography, and Graphic Design continue to be supplied with free Adobe software for class use despite the cessation of HEERF funding.

## **Equity and Engagement Division**

- All programs in the Equity & Engagement Division began the transition to reopening student centers and building out services and programming to welcome new and continuing students to the campus.
- Held the Summer Bridge four-day program in late August on campus and served over 130 new students from our disproportionated communities (Black, Latinx, Filipinx, Pacific Islanders, Undocumented and LGBTQ+). This year's program expanded to include our new Guided Pathway Villages and several faculty and dean involvement in sessions with students. Each year the planning team will to grow the program to meet the Strengthening Institute Program (SIP) grant goals in serving 300 new students. Our new Learning Communities grant-funded counselor was hired in August and was immediately immersed into Summer Bridge.
- At our Division Opening Day Retreat, the faculty and staff attended an interactive training on "Connecting and Committing: Using the Cultural Humility Tool and Student Success Factors in Your Equity & Racial Justice Journey" led by Mayra Cruz, retired faculty member and past Academic Senate President. The training is to assist our programs with their equity goals and to serve as a train the trainers. This work will continue at our winter division retreat in February 2023.
- At our campus Opening Day, all learning communities' faculty were invited to a meeting to welcome new and returning faculty. The purpose of the session was to support, encourage and foster an exchange of practices across the learning communities faculty and staff.
- The Student Success Center began implementation to return to face-to-face tutorial services and opened the student spaces on campus two days a week. The staff continues to offer online tutorial services in an effort to meet the student needs of asynchronous and synchronous instructional support. As a result of the pandemic, the center was able to provide support to more working adults who previously had not been able to come to campus for assistance.
- Our HEFAS (Higher Education for AB 540 students) Student Center hosted an Open House and Inauguration event in October which also kicked off the annual Undocumented Student Week of Action. This is a student resource center for our undocumented students, and it now has a new permanent space and program coordinator to support the students and programming. The new program coordinator was successful in obtaining a grant to launch an UndocuSTEM cohort and received a 2<sup>nd</sup> year of funding for \$30,000 from the Silicon Valley Community Foundation LatinXCEL fund to continue this inaugural work. The office held an UndocuSTEM Meet and Greet for students and introduced the centers interns and plans for the academic year.
- HEFAS and the VIDA Office held a training for student interns, student mentors, and student employees within the division on "Event Planning: How to create a successful event in-person and online." As we balance the students' needs both online and on campus, it is imperative that the student engagement programming continues to foster community and connection to the college.
- The Vasconcellos Institute for Democracy in Action (VIDA) office received a federal community project grant for \$351,000 to support the California Youth Leadership Corps (CYLC). This project serves students from historically marginalized communities who are placed in paid internships at a variety of nonprofit and public service organizations in Silicon Valley where they can develop leadership and community organizing skills. Students complete the yearlong program and receive a Certificate in Leadership and Social Change. Students can also opt to continue working toward a degree in Social Justice Studies or another field.
- Our Umoja program has been busy involved with many collaborative projects. In conjunction with the Black Faculty, Staff and Administrators (BFSA), Umoja participated in this year's Black Student Welcome that connected new and returning students to resources, staff and faculty. The Umoja Coordinator/Counselor, along with the Dean, is serving as De Anza co-contact person for the annual Statewide Black Student Success Week network and attends a monthly planning meeting. In an effort to create awareness and increase transfer applications, the Umoja program collaborated with the Transfer Center and held a successful Historically Black Colleges & Universities (HBCU) workshop

for new and continuing students. During the fall quarter, Umoja Coordinator Maurice Canyon submitted a proposal to begin an A2Mend student charter on De Anza's campus and was approved along with a \$10,000 allocation to support student's attendance at the annual conference and for campus-based programming.

- As a commitment to our equity goals, the college approved a full-time, tenured track position to hire a faculty coordinator for a new Pride Center and to work with the development of a new learning community. New faculty coordinator Jamie Pelusi joined our staff this past August and quickly was initiated into in our Summer Bridge program. Within a short time, Jamie prepared the physical space for the Pride Center to open its doors on the first day of the 2022 fall quarter for students and immediately began programming with the help of students. She outreached to various community organizations, LGBTQ+ youth groups, high school clubs, and campus offices and informed them of the new center and its services and to establish collaborations.
- LEAD (Latinx Empowerment at De Anza) received a second year funding from the Silicon Valley Community Foundation LatinXCEL fund to support the continued work of its student mentors. Student mentors have been a critical component of the learning community and have assisted with the retention of students. The peer-to-peer interaction is one of many best practices and has proven successful with our Latinx students in completing their college level English composition courses and general education.
- As the learning communities returned back to campus, programming for on campus and community events were made possible. First Year Experience (FYE), Puente, and LEAD programs were able to take students to a see culturally relevant plays tied to themes in their courses at local community theaters. The FYE program chartered a bus and took 50 students to visit UC Berkeley and to have a campus tour led by De Anza FYE alumni currently enrolled at the university. The Puente Project also chartered a bus, and 30 students attended the Nor Cal Puente Motivational Transfer Conference at UC Merced. Students attended culturally relevant workshops as well as those focused on college majors, financial aid, transfer process, and career. The IMPACT AAPI program held "UC and CSU and Coffee" sessions on Fridays to encourage students to come to campus and receive in person assistance with the college applications while forming a supportive environment. In addition, Amy Wang, the IMPACT AAPI Counselor/Coordinator, held a two-part TAG/TAP Transfer Admission Guarantee/Transfer Admission Planner) workshops for new and continuing students in the program to assist them with the transfer planning process.
- The Office of Equity, Social Justice and Multicultural Educations continues to work collaboratively across campus and with the community in offering workshops, trainings and multicultural events to deepen cultural knowledge and awareness to foster an inclusive space inside and outside the classroom. The Office of Equity and LEAD Filipino (community-based organization) held an educational workshop on "Bystander Training & Know Your Rights," educating our community on the rise of anti-Asian hate.
- In partnership with the South Asian students and colleagues, the Office of Equity, Asian Pacific American Staff Association and De Anza Student Government held well-attended Heritage events and a Diwali celebration on the De Anza campus. It is our hope this will be an annual event to highlight the diversity of the South Asian community and traditions on our college campus.
- The De Anza Latinx Association (DALA) and Division of Equity & Engagement hosted a Dia de los Muertos (Day of the Dead) Walk and Cafecito (Coffee). This event was a collaboration with several learning communities, Student Success & Retention Services Center, Euphrat Museum of Art, HEFAS Student Center, Student Success Center and the Math, Science & Technology Resource Center. Each of these offices had an altar(s) commemorating their ancestors and honoring loved ones who have passed.
- Office of Equity Faculty Director Dr. Tabia Lee hosted an interactive workshop on "Centering Love & Inclusion in our Equity Work and Practice" during District Opening Day at Foothill College. She

also offered a new workshop this fall entitled, “The Race in Racial Equity: What’s it to you?” for interested staff and faculty. Dr. Lee also conducted a training for the De Anza College Psychological Services graduate interns on “Psychological Services Serving Students with Diverse Racial Identities Didactic Training.”

### **Intercultural/International Studies (IIS)**

- Division meetings in the September focused on student equity initiative plan for 2022 - 2025. The division looked at the metrics and data/trends/implications in student success rates for the targeted and non-targeted populations in the division.
- Division presentation on inclusion strategies for LGBTQ students.
- Faculty discussion on using inclusive strategies to teach in their classes.
- Wrote new course for Global Studies and writing new degree with Global Studies AD-T in preparation for AB 928.
- Collaborated with Foothill on Ethnic Studies summit in the winter quarter.
- Collaborated with other divisions to have an Ethnic Studies summit at De Anza in the spring quarter including a “California Counternarratives” showcase at the California History Museum in June.
- Mae Lee presented “Meaningful Assessments” to IIS Division.
- Julie Keiffer-Lewis is on the statewide Ethnic Studies council.

### **Language Arts**

#### English as a Second Language

- ESL allowed open entry for 234/444 classes to accommodate students who are below this level, including Adult Ed students, and have been discussing the curriculum and working on bringing back ESL 200/400 next fall quarter 2023.
- ESL has been working hard on researching and creating a fair and equitable guided self placement (GSP) to be implemented by spring 2023.
- ESL has been collaborating with the Language Arts dean, Assessment, and Registration to determine De Anza web pages to translate into Mandarin, Vietnamese and Spanish to assist prospective and current lower-level students understand and process information.
- The PAGE group held fall quarter meetings to collaborate on academic support for students in LART 250, the corequisite course to EWRT 1A to close equity gaps.

#### English

- English faculty teach EWRT courses and grow community building in student programs focused on closing equity student success gaps: First Year Experience, LEAD, Puente, REACH, Umoja, IMPACT AAPI.
- English faculty led/facilitated a UC PIQ (Personal Insight Questions Transfer Application Essays) Basics Presentation attended by 60+ students from the Language & Communications Guided Pathways Village, and faculty and Language Arts Acting Dean Kristin Skager offered drop-in and appointment transfer essay draft feedback sessions during November.
- English department meeting featured discussion around the EWRT 1A Course Outline of Record and reflecting on and assessing Student Learning Outcomes, with a focus on having more equity-minded syllabus, pedagogical practices, and being a [warm demander](#). Warm demanders are teachers who, in the words of author [Lisa Delpit](#), "expect a great deal of their students, convince them of their own brilliance, and help them to reach their potential in a disciplined and structured environment."

#### Journalism

In our journalism classrooms, equity, as represented in various media, is a theme woven throughout the textbook and in discussions.

- A JOUR 2 instructor, for example, spends one week focused on equity, specifically stereotypes, where students are asked to find positive and negative examples in the media of equity and diversity, as well as examine how the media perpetuates stereotypes regarding ethnicity, diversity, and gender.
- To ensure equally high outcomes for all participants in our education system, removing the predictability of success or failures that currently correlates with any social or cultural factor, a JOUR 2 instructor has the Textbook Notes assignment where students choose five facts from a chapter in the textbook, paraphrase these facts within a limit of 75-175 words, and then explain how that fact is interesting to them personally, or how it reminds them of something they have learned in another class or have witnessed in their personal experience. This freedom allows students to read academic material with interest and curiosity rather than "reading for the test." They can link their thinking across disciplines and personal events in their lives to find big ideas, multiple perspectives, and patterns over time (this aspect, in particular, allows them to connect to stories told by parents and grandparents about the media they consumed).
- In La Voz News courses, stronger students are paired with those who need more assistance because of the language barriers or learning disabilities/issues, so that everyone could have equal opportunity to be published in the student publication La Voz.
- All students did presentations in various classes to recruit diverse staff for the publication next quarter. A diverse staff will be able to address various topics and shed light on issues and concerns of all the student population.

### Communication Studies

- Communication Studies is overhauling the Communication Resources shell to include equity-based, inclusive, anti-racist teaching methodologies and resources for each course.
- A yearlong goal of streamlining website content and creating facilitated guided program maps and rubrics for current and prospective students interested in a Communication Studies degree and certificate.
- Department meeting guest speaker Dr. Sushini Chand informed us about the equity tool De Anza CONNECT, which faculty have used increasingly since. We will continue inviting campus leaders to department meetings to inform and help implement the tools and services that support student equity and success.
- In monthly department meetings, Communication Studies is looking at equitable assessments and authentic SLOs for the Oral Communication GE class. The goal is to not only make the learning more student-centered but also inclusive of adjunct faculty – an assessed need for the department's equity goals.
- COMM 70 class guest speaker, Chloe Huynh, De Anza alumni, UCLA graduate, and current SJSU Comm Studies grad student spoke to our students about navigating higher education as a low-income student in terms of financial aid, UC/CSU transfer applications, and graduate school.
- Ongoing mentoring of adjunct faculty teaching online asynchronous classes in online design and accessibility to create a more inclusive, learner-centric space for all students. This will continue to be refined as a year-long equity goal.

### **Physical Education and Athletics**

- On Sept. 29, division dean Eric Mendoza attended the Community College Athletic Association's Equity & Inclusion Committee meeting to discuss and review statewide policy changes.
- The athletic department continued its Student-Athlete Support Group. The partnership, established with campus Psychological Services, has been instrumental in improving the support of our student-athletes mental health.
- On Oct. 6, the division's monthly meeting featured Retention Program Coordinators Sushi Chand and Patricia Del Rio to promote De Anza CONNECT (formerly Early Alert), enabling faculty and staff to

refer students who may be experiencing academic or personal difficulties to campus services such as counseling, tutoring, financial aid, and other programs and services. These services and programs provide strategies and interventions to help students succeed, creating a network for success.

- Football Academic Success Team (FAST) Coordinator Joe D'Agostino led the department in helping student-athlete financial assistance with the Emergency Cash Grant Applications, resulting in more than \$450,000 (since Spring 2022) in financial aid/basic-need funding.
- The division successfully participated in the "Packaged Scheduling" Model for the fall 2022 term, part of Guided Pathways efforts to streamline on-campus course offerings. PE/Athletics ranked among the top divisions offering face-to-face classes in the model.
- Continued partnership with the Umoja and AAPI programs to improve student-athlete access to these learning communities and events.
- On Nov. 3, the division's monthly meeting featured faculty leader Shagun Kaur to highlight the college OER Program. The division is interested in OER/zero textbook cost (ZTC) to close equity gaps.
- On Nov. 3, the division's monthly meeting also featured Institutional Research and Planning Supervisor Mallory Newell to share information about course success outcomes. The division is the first to review the tools, which will be rolled out to the campus in 2023.
- On Nov. 17, the division teamed with the Financial Aid staff to host the campus event "Falling into Cash: A Financial Aid Workshop for All Students" as part of the Health & Life Sciences Village. The event was held in PE-12U.
- On Dec. 15, the division dean and leadership from the Black Faculty Staff and Administrators (BFSA) Network started preliminary planning for a partnership to improve academic/support services for Black student-athletes. Meetings will begin in the winter quarter.
- The FAST Lab was established in Room PE-12U during fall 2022. Led by the FAST Coordinator D'Agostino, the space provides a location for FAST program students to meet with mentors and tutors. Campus and district collaborators continue efforts to improve the Village-style space related to data, Wi-Fi, laptops, and furniture.

### **Physical Sciences, Mathematics and Engineering (PSME)**

- The Math Performance Success (MPS) program distributed calculators and course readers on campus to students.
- PSME division collaborated with the Physical Sciences and Technology Village in ongoing initiatives.
- Purchased access codes for future students in MPS program.
- In weekly meetings with department chairs, discussed and developed ideas for equity meetings and activities for respective departments.

### **Social Sciences and Humanities (SSH)**

- This spring 2023, MOMENTUM will celebrate its third-year anniversary, and we are reaching our 100<sup>th</sup> guest speaker. MOMENTUM is a weekly community talk series structured in a space of conversation about a particular topic across SSH academic disciplines, which highlights the speaker's professional expertise, life experience, scholarship, or local/global journeys. The space serves as a way to explore deeper dive conversations about the topic and how that may align towards the application of diversity, equity, inclusion, and belonging into our daily practices in the workplace or in our personal lives. MOMENTUM attracts students, faculty, staff, administrators, and local and national community members as its captured audience.
- In the past couple of months, SSH has been working diligently to integrate DEI activities with our Social Sciences and Humanities Village (Guided Pathways), giving students, faculty, and staff an opportunity to provide ideas on how to fully create a welcoming and inclusive village for all.

- The SSH's Student Voices program continue to play a vital role in crafting our instructional and mentoring strategic direction within our division. Student Voices is a student run panel/town hall style workshop to hear concerns and kudos directly from our students. This program is geared for our division faculty/staff/admin to hear student recommendations on topics such as mental health, basic needs, online technology, scheduling, health and well-being, safety, etc.
- In fall 2022, SSH launched and formed a faculty group to coordinate and analyze results of student and faculty schedule demands in our division.
  - The Resilience and Adaptation (RA) Survey is conducted in the Social Sciences and Humanities Division at De Anza College. It is a form of student satisfaction survey specific to the interest, request, recommendations, and needs of our students as they transition from “virtual to campus.” The 2.5-year impact of the COVID-19 pandemic drove and created new lifestyles for many of our students, especially our marginalized and students of color. This survey is purely qualitative created to capture an understanding on how to shift our division's scheduling structure and course opportunities to better accommodate our students post-pandemic era.
  - Results of the RA Survey will be analyzed by faculty and department chairs throughout the 2022-2023 academic year to influence the creation and best practices for scheduling courses for Social Sciences and Humanities. This will enhance our offering and advance our various modalities to better serve our students. Therefore, will and can impact enrollment management.

## **DE ANZA COLLEGE – STUDENT SERVICES**

### **General Counseling**

- The Counseling Division's faculty and staff offered online and in-person services that include evening hours to address the needs of students who may be working during the day and unable to attend counseling sessions or services until after their workday has ended.
- The Counseling Division continued to attend and engage in professional development activities, workshops, and conferences with topics that included equity awareness/implementation, and crisis counseling (which has been needed especially during post-pandemic times and especially for our historically disadvantaged students).
- The CNSL Division's Retention Team offered CONNECT as a means for faculty and staff to connect students who are struggling to reach course success and/or college goals with assistance in a timely manner. This assistance includes connecting students with support services such as counseling, financial aid, and referrals to other Student Services programs, tutoring, etc.
- Transfer Center partnered with Psychological Services to offer support group workshops designed to assist students having anxiety over the transfer application process, etc.
- The Transfer Center had a successful in person Transfer Fair in Fall 2022, with 57 colleges and universities represented and approximately 350 students in attendance. In addition, UCI and UCB had workshops that also focused on the transfer process for our historically disadvantaged students.
- The Transfer counselors offered 20 workshops for many of our historically disadvantaged students interested in transfer and transfer admission guarantees (TAG) .

### **Disability Support Programs and Services (DSPS)**

- The DSPS division's faculty and staff continued to offer online and in-person services that include evening hours to address the needs of students who may be working during the day and unable to attend counseling appointments during the day
- Tutoring services continued to meet with students online and in person to provide support for in person and online classes. Since some DSPS students would like to work with general tutoring services, our DSPS staff will be training general tutoring services to work with our students and equitably offer this tutoring option.

- A Mobility Cart Driver was hired for DSPS students who utilize this service. This service was also equitably extended to people attending De Anza's Opening Day and Welcome Day events.
- The DSPS Support Group is now ongoing for DSPS students who have especially struggled with taking classes remotely and are feeling anxiety/depression due to COVID and with coming back to on campus classes and events.
- DHHS continues to offer support for both remote and for in-person captioning and interpreting services, although many of our DHHS students are back in the classroom close to full time.
- Through DSPS Equity Outreach initiatives and continued community connections, APE and EDAC classes increased enrollment by 69%.
- Each faculty and staff member in the division continued to attend and engage in professional development activities, workshops and conferences with topics that included equity awareness and implementation, crisis intervention, and disability technology.

## **Enrollment Services**

### Admissions & Records

- Continued implementation of COVID-19 impacted term policies.
- Pass/No Pass grade mode change deadline extended to the end of the quarter.
- Excused Withdrawal (EW grade) petition process changed to an Adobe sign e-form; inclusive process is now overseen by the Appeal Review Committee (ARC).
- Admissions & Records held Virtual Help Desk by Zoom.
- Started working in person, serving students via appointments and walk-up in all areas of Enrollment Services.
- Provided COVID-19 vaccination policy endorsement and automation.
- Created more Adobe Sign forms, including other departments in Student Services.
- Participated in evaluation of Admissions & Records services by the Council for the Advancement of Standards (CAS) for Higher Education.
- Prepared to change student registration steps to new platform, Banner 9 SSB.
- Partnered with Ellucian and other statewide partners to develop a cross-platform equivalent to CCCApply using SuperGlue for SWACCAP to reside outside of the enterprise resource planning software. Also working with Ellucian to develop admission protocols to be used in Banner Experience as part of Baseline.
- Continued work with Ellucian consultant to determine viable, SASS-compliant solutions for existing CalB functions that will no longer be available or supported as the Ellucian Experience changes existing architecture.
- Made substantive changes to the Academic Renewal Process to streamline the process and more effectively serve student needs.

### Evaluations Department

- Upgraded existing Degree Works database and user interface for ODS compatibility. Currently meeting with constituents to develop training cycle prior to systemwide implementation.
- Implemented new Online Degree and Certificate Application for local AA/AS degrees and CEA/CAA certificates (Fall 2021).
- Implemented new Online ADT Transfer Degree application (Fall 2021).
- Implemented new Form Flow program to keep track of all degrees and certificates (Fall 2021).
- Offered students digital copies of their diplomas and certificates thru Parchment beginning Summer 2021.
- Developing a new online prerequisite clearance process utilizing Form Flow.
- Developing a new online IGETC & GE Breadth request process utilizing Form Flow.

### Noncredit & Credit by Exam

- Developed reports to award noncredit certificates.
- Developing templates for noncredit certification.
- Implemented new Adobe Sign Student Form for Noncredit Transcript request.
- Developing template for noncredit transcripts.
- Developing procedures to distribute and store noncredit certificates and transcripts.
- Developed credit by exam process for faculty and students. The electronic request is ready to go live.

### Assessment Center

- Post-COVID, return of in-person assessment sessions upon request.
- Offered online English, English as a Second Language (ESL) and math assessments.
- AB705, AB1805, AB1705 mandates:
  - assessing students for English and math courses placement by US high school data information; or by guided self-placement assessment surveys.
- Reviewing, evaluating, and improving online ESL assessment, placement messaging and processes.
  - Piloting U.S. high school grade point average (GPA) assessment for optional ESL course placements for English learners
  - Exploring English learner needs, including noncredit offerings, translated resources, onboarding strategy.
  - Re-envisioning the local online ESL assessment as an ESL guided self-placement assessment with the ESL assessment (Target roll out date: Spring 2023).
- Offered online science exam.
- Participated in the evaluation of Assessment Center services by the Council for the Advancement of Standards (CAS) for Higher Education.

### Office of Outreach

- Drop-ins conducted two days per week to help students that need immediate help.
- Help desk operated two days a week for non-counseling questions.
- Held High School Partners conference during fall 2022 with 55 high school counselors in attendance.
- Held Promise Tuesdays workshops (ed plans, financial aid applications, student engagement).
- Held MC2 Thursdays workshops (ed plans, check-in's, transfer applications, quest speakers)
- Coordinated Enrollment Day (800 participants).
- Coordinated Flow Learning community (25 students).
- Held Rock the School Bells (100 students).
- Held Outreach presentations.
- Held Application, Orientation, and Ed Plan workshops at the local high schools (46).
- Organized New Student Orientations.
- Tuesdays Virtual
- Thursday In-Person
- Organized Promise Virtual graduation ceremony.

### Veteran Services

- Held Veterans Resource Center (VRC) workshops for students and faculty and staff.
- Participated in California Community Colleges Chancellor's Office Veteran Resource Center Survey
- Operated computer loan program with 20 laptops available for loan
  - Laptops received late 2021 - application in the works
- Provided \$250 emergency grant funds through the Foothill-De Anza Foundation
  - Students contact Certifying Officials with hardship

- UC/CSU Application Refund Program
  - Student schedules transfer meeting with Veteran counselor
  - Transfer application fee is paid by student fall 2021
  - Student provides receipt of application fee, up to 4 applications
  - Reimbursement process in the works, students currently being processed for refunds
- Santa Clara County Veteran Services
  - Hosting a Veterans Day Celebration Outreach event, which was sent out to De Anza veteran community.
  - Winter 2022 & spring 2022 virtual meetings with veteran students, drop-in sessions with three counselors available for 2-hour block of time.
- Peer Advisors for Veteran Education (PAVE)
  - PAVE selected De Anza College to be their new partner campus (out 100 applications, we were among three schools nationwide who were selected). PAVE is a peer support program that connects incoming student veterans on college campuses with student veterans who are trained as Peer Advisors who can help them navigate college life, address challenges, refer them to appropriate resources on and off-campus, and provide ongoing support. PAVE is currently on 46 campuses nationwide. The PAVE National Team provides technical assistance to each school, sharing best practices from the field, and facilitating communication among partner campuses.
- Student Veterans of America, De Anza Chapter 2 Reactivation
  - De Anza VRC reached out to the currently enrolled veteran population asking for students' interest in reactivating/continuing a Student Veterans of America De Anza Chapter 2.
  - Response from students incredible with a showing of strong veteran leadership that has taken on the task of reactivating the De Anza Student Veteran Association beginning with the summer 2022 term.
  - In the process of working with SVA and De Anza on next steps.
- VRC Mural Project 2022
  - Faculty member Julie Hughes worked in consultation with veteran students for the designs and the mural's title.
  - Committee representative(s) and faculty members presented the three designs to the Cupertino Rotary for their input, and the Art on Campus committee decided on the final design.
  - De Anza art and veteran students collaborated with leadership from Art and Veteran Services faculty/staff and input from Cupertino Rotary.
- Veterans Graduation Webpage 2022-2023 Graduates & Transfers
  - A new page design to highlight the veteran population and their achieved goals. Each student has their own message to the campus community.

### International Student Programs

- Hired a third full-time counselor to serve ISP students.
- Established 100% virtual services and resumed partial in-person services in all areas, including academic counseling, immigration advising, international admissions advising, international health insurance, and in-person events/celebrations.
- In collaboration with Guided Pathway Villages, Health Services, and Outreach, hosted an International Student Welcome Day/Mandatory Check-in event for Fall 2022 new students.
- In-person celebrations/events resumed:
  - ISP Halloween Event - October
  - ISP Chill & Chat Event - November
  - ISP Holiday Celebration Event - December

## Financial Aid

- Held in-person office hours Monday through Thursday, 9:00 a.m. to 5:00 p.m., Friday 9:00 a.m. to 1:00 p.m.
- Set aside book voucher funds for Retention/ Early Alert, Umoja, Men of Color, Puente, EPS, and Promise Program utilizing HEERFIII Funds.
- Continued offering drop-in virtual appointments Monday/Wednesday from 10:00 a.m. to 1:00 p.m. and Tuesday/Thursday from 2:00 p.m. to 5:00 p.m.
- Continued offering financial aid workshops throughout the quarter on different topics, as well as participating in the Cash for College Workshops with CALSoap.
- Several staff attended the CASFAA conference, along with other webinars offered for professional development activities, with topics that included equity awareness and implementation.
- Continued participation on the Equity Action Council, as well as Educational Justice for Undocumented Students Advisory committee.
- Continued offering students who have ceased attending with outstanding balances the opportunity to submit an application for emergency funds to cover the balance.
- Worked with ETS to create a report to review student accounts prior to the drop for non-payment date in order to ensure they have received their promise grant and other financial aid, and to reach out if documents are missing.
- We began collaborating with Foothill to start streamlining our processes to ensure students receive the same information and receive aid at both campuses correctly.

## Student Development/Extended Opportunity Programs and Services (EOPS)

### Occupational Training Institute (OTI)

- OTI provided low-income students with internships at Silicon Valley tech companies to enhance their workforce skills and prepare them for jobs that pay a living wage.

## OFFICE OF COMMUNICATIONS

- Welcome Day
  - Helped plan annual student [Welcome Day](#) event which provided direct access to student services, instructors and introduced new students to their Guided Pathways Villages.
  - Developed website, flyers, emails and other communications to publicize the event.
- CAN/DID Inclusion Series
  - Released new installments in the [CAN/DID Inclusion Project](#), including videos and social media posts celebrating De Anza's [LGBTQ+ community members](#), and other videos commemorating [Latinx Heritage Month](#) and [Filipinx Heritage Month](#).
  - Revamped [CAN/DID website](#) to better highlight and showcase the latest video releases.
- Website
  - Improved website search function to facilitate easier location of desired information.
  - Published and promoted a [Student Tech Support webpage](#) which consolidates technology resource information for students.
  - Relocated and republished [syllabus repository](#) to De Anza College website, facilitating better access to syllabi for students and others.
  - Published the [De Anza College 2022-23 catalog](#) in its new, accessible online format.
  - Developed [new online tool](#) for division assistants to use in posting faculty office hours, so they are presented in an accessible web table instead of a less reader-friendly PDF.
  - Created [webpages for the Pride Center](#) to help spread the word about the new program for LGBTQ+ students.
  - Reorganized webpages for the [Student Equity Plan](#) and related efforts, to make information more readily available to those interested or participating in developing the next plan.

- Developed [webpage and participation form](#) for campuswide Diwali celebration.
- Supported Child Development and Education program by [developing a new webform](#) enabling students to apply for cash grants to help with financial emergencies.
- Assisted affinity groups with updates to the [DALA](#) and [BFSA](#) websites.
- Social Media
  - Regularly promoted [Mobile Food Pantry](#) and other resources on De Anza College official social media accounts to ensure students are aware of available help with basic needs.
  - Promoted voter registration and participation in the 2022 California general election by publicizing deadlines for registering, location of ballot drop box on campus and other important voter information – also promoted on the updated [De Anza Votes webpage](#) and via [email to all students](#).
  - Posted messages, images and videos celebrating Filipinx Heritage Month, Latinx Heritage Month, LGBTQ+ History Month and Native American Heritage Month.
- Emails and Internal Communications
  - Continued to send [Quick Notes newsletter](#) to students, faculty and staff during fall quarter, keeping the college community apprised of timely information, events and resources.
  - Regularly posted messages and announcements for students, faculty and staff in [MyPortal](#) as another means of getting important information to the college community.
  - Supported the English as a Second Language program in emailing students about [special Bookstore credits](#) available through a donation to the Foothill-De Anza Foundation.
  - Promoted the Rising Scholars program for students who were formerly incarcerated or otherwise affected by the criminal justice system, through [newsletter announcements](#) and website updates.
  - Supported the EOPS Guardian Scholars counselor in creating [new webpage](#) and [sending text messages](#) to all students who self-identified as current or former foster youth, to inform students about the new counselor and services available to them.
  - Supported the Counseling Center’s Retention Team in [revamping their website](#) and [sending emails](#) about resources available for students on academic and progress probation.
  - Sent emails [reminding all students](#) about the [campus Zoom Spaces](#) where they can log in to online classes in between attending classes in person.
- Other Activities
  - Regularly updated [Guide to the Quarter page](#) with helpful information and tips for students.
  - Supported access to [COVID-19 testing](#) offered by Health Services, by promoting the service in Quick Notes emails and on the website.
  - Supported Office of Outreach in [drafting messages](#) about the [housing assistance](#) available through a grant from the city of Cupertino.
  - Assisted in editing application for participation in the Caring Campus initiative, developed by the Institute for Evidence-Based Change to provide coaching for classified professionals on ways to give students a sense of connection and belonging to the college.
  - Supported Umoja Learning Community in updating website and [sending emails](#) to invite students to Black Student Welcome Day.
  - Developed webpage, flyer, emails and social media messages to inform students about the [new TimelyCare service](#) providing free online access to mental health professionals for help with stress, anxiety or other concerns.

## **2. Identify and monitor a few key equity and student success metrics that the Board will regularly discuss in depth. (Board Priorities 1, 2, 3)**



### **CENTRAL SERVICES**

#### **Chancellor's Office and Educational Technology Services**

Dr. Anu Khanna and Dr. David Ulate presented an initial report on metrics (based on the SCFF metrics) the board can review regarding issues of equity and student success at the Sept. 8, 2022, retreat.

#### **Chancellor's Office**

##### Reimagining Initiative

- Launched the first installment of a "Budget Basics" Series through the District Budget Advisory Committee (DBAC) to focus on key definitions, simple explanations of the budget model and how resources are allocated, and exploration of budget scenarios in order to build the knowledge base amongst DBAC representatives, especially related to the new Student Centered Funding Formula.
- Proposed two projects for discussion in District Budget Advisory Committee (DBAC) that addressed the new Student Centered Funding Formula and explored ways in which to examine parts of the Budget Allocation Model to provide more equitable allocation of resources.

## **FOOTHILL COLLEGE**

### **FOOTHILL COLLEGE**

#### **Disability Resource Center and Veterans Resource Center**

As student services plays a key role in student persistence to completion, the division will be analyzing what impact the strategic deployment of proactive outreach via academic coaching has on student success for students of color with disabilities and military affiliated students of color.

#### **Fine Arts and Communications**

FAC implemented mid-course surveys in their classes, which provide formative feedback. Instructors can respond to this feedback by making changes to a course that is in progress that have a positive impact on learning and student success. FAC faculty make use of Foothill Connect to proactively connect students with services and resources.

### **3. Increase support for nonacademic needs such as housing, food, and mental health services. (Board Priorities 1, 3, 4)**



**FOOTHILL-DE ANZA**  
Community College District

#### **CENTRAL SERVICES**

##### **Chancellor's Office**

- Continued to support the progress of the educator housing program in Palo Alto.
- Advocated for support of Assembly Bill 1719 to allow community college districts to access Low Income Housing Tax Credits for faculty and staff housing.
- Explored student/employee housing possibilities with several developers.
- Sent a letter in support of San Jose State University's workforce housing project.
- Organized District Opening Day workshops that addressed mental health issues.
- Dedicated funds raised by the chancellor's retirement party to the Foothill-De Anza Foundation's Hope Initiative.
- Supported the Affordable Housing Task Force in its work on feasibility studies for on-campus housing at both campuses.

##### **Educational Technology Services**

- In support of privacy protection and data security for systems used by and in support of students, implemented multi-factor authentication to all classified employees, administrators, and full-time faculty.
- Integrated the online Follett Bookstore system to the Banner student registration system; students can order textbooks and supplies based on the course registered and order course materials in real time.
- Provided support for the pilot and/or adoption of security technologies to enhance campus safety, with ETS providing the project management, application integration, and network security support.
- With input from stakeholders and the Educational Technology Advisory Committee, engaged in a redesign of the IT Project Request process to streamline procedures and provide increased visibility into active ETS projects and prioritization of projects approved but not yet started.
- Provided on-site support and troubleshooting for various hybrid staff and student meetings and student/cultural activities mixing on campus and remote participants in various Hyflex classrooms, such as in the KCI and PSEC areas at Foothill College and the MLC at De Anza College.

##### **Foothill-De Anza Foundation**

The Foundation's Hope Initiative, a three-year, \$3 million initiative launched in fall 2021, has raised more than \$650,000 to date for student basic needs. The foundation secured more than \$215,000 in contributions (July-December 2022) that will provide resources to the food pantries, mental health programs, housing and emergency grants, and other critical support through the financial aid and other program offices. Allocations from the initiative included \$50,000 to each food pantry for food vouchers and other general support and a supplemental grant to the colleges to use the "TimelyCare" mobile app whereby students can access 24-hour care for mental health services and referrals.

Other notable foundation activities in this period include:

- A \$60,000 grant from the Koret Foundation for student veterans.
- A \$100,000 grant from the Morgan Charitable Foundation to assist students studying early childhood education with grants and living expenses.

- A grant from the San Jose Rotary Foundation for a refrigerator and freezer for the De Anza Food Pantry, which will double the capacity of the pantry to deliver fresh/perishable items.

### **Human Resources**

- Held an employee benefits fair on District Opening Day.
- Sent monthly newsletters to all employees to promote health and wellness.



## **FOOTHILL COLLEGE**

### **Business and Social Sciences Division**

In Fall 2022, the Business and Social Sciences Division opened a student community space, where students can gather to study and for social events. Division faculty are encouraged to hold office hours there to help shift power dynamics by offering time in a student-centered space rather than in a faculty office. The division hopes to consistently offer food to students and has initially used division foundation funds to support this but is looking for options for a more permanent food solution in light of the district's policies around food purchasing. The space has seen a lot of student traffic and food offerings have been well received.

### **Disability Resource Center (DRC) and Veterans Resource Center (VRC)**

The Veterans Resource Center (VRC) has benefitted from the generosity of the community and organizations, including but not limited to the Rotary Club of Los Altos and SAGA Foundation. This generosity has translated to volunteerism in our VRC, scholarships, and housing grants for military affiliated students.

### **Fine Arts and Communications**

Faculty in all departments implemented a student welcome survey in their classes to align and individualize student needs and preferences. Referrals are made as needed to DRC, Library, Counseling, Mental Health Services, Food Pantry.

### **Health Sciences and Horticulture**

The faculty in the Health Sciences and Horticulture division continue to refer /provide students with resources as needed (DRC, Library, Counseling, Mental Health Services).

### **Library Resource Center**

The Library and Tutoring areas have opened earlier and stayed open later as study space due to students who need areas to study or spend time in before or after classes, while they wait on transportation, or are needing to be dropped off on campus well before classes start.

### **Office of Online Learning**

The Online Learning team continues to work with support services across campus to ensure the Student Support Portal has the necessary, up-to-date information needed to connect students to the non-academic resources they need.



## DE ANZA COLLEGE – STUDENT SERVICES

### Enrollment Services

#### Food Pantry

- Held mobile food pantry every 2nd and 4th Tuesday.
- Distributed grocery gift cards.
- Offered CalFresh counseling.
- Participated in Grocery Rescue partnership with 99 Ranch.
- Planned for Basic Needs Center, named the De Anza Resource Den, opening in winter 2023; 3 satellite snack pantries open.
- Signed a memorandum of understanding to become official Second Harvest Food Pantry partner, deliveries started Oct. 4, 2022
- Total visits to the campus pantry: 2,286
- Unique campus pantry users: 458
- Total gift cards distributed: 989 \$50 gift cards
- Unique gift card users: 337
- Unique satellite snack pantry users: 133
- Unique users across all three food services: 796
- Classroom and program presentations: 5
  - Number of students served in presentations: 350
- Housing requests processed:
  - Total requests for housing support: 62
  - Total number of Cupertino Housing Requests: 52
  - Total grants distributed: 0 grants

### Financial Aid

- Continued awarding emergency grants to students who submit applications. Worked in conjunction with the Athletics Department to assist athletes in receiving emergency funds.

### Student Development/Extended Opportunity Programs and Services (EOPS)

#### Extended Opportunity Programs and Services (EOPS)

- EOPS provided basic need support including book vouchers, grocery gift cards, gas cards and grants to low-income, educationally disadvantaged students enrolled in the program.

#### Guardian Scholars Program (GSP)

- The Guardian Scholars Program serving foster youth hired a full-time counselor. Through her diligent efforts, the program has established relationships with on campus departments and community resources including the Bill Wilson Center, Pivotal, Santa Clara County Department of Social Services and Alameda County to coordinate services and secure resources for current and former foster youth. In addition, GSP received approximately \$5,000 from the John Burton Foundation to provide support to foster youth.

#### Psychological Services

- Psychological Services fully implemented TimelyCare to provide 24/7/365 crisis intervention and mental health counseling to De Anza College students.

- Psychological services also implemented the Equity in Mental Health Framework to ensure culturally relevant and equitable mental health services to all De Anza students.
- Psychological Services is working on changing the department name to Mental Health and Wellness Center to reduce stigma and encourage students to seek mental health support when needed.

### Health Services

- Health Services received a stipend from the Santa Clara County Department of Behavioral Health Services to organize substance use prevention activities for De Anza College students. Substance abuse is a major concern for students who struggle with mental health issues.

### College Life

- As a result of efforts from President Holmes, College Life worked with the Foothill-De Anza Foundation, Cupertino Rotary, and an anonymous donor to raise \$25,000 for e-bikes. This will support students who have difficulty with transportation, which is a particular concern for low-income students without a vehicle.

## **4. Set clear expectations for law enforcement on campus. (Board Priorities 1, 3, 4)**



FOOTHILL-DE ANZA  
Community College District

## **CENTRAL SERVICES**

### **Business Services**

Worked through the participatory governance process to secure approval of a revised Police Department board policy and new administrative procedure in response to recently enacted changes to the Government Code that require police departments to submit a military equipment use policy prior to purchasing, raising funds for, or acquiring military equipment.

## **FOOTHILL COLLEGE**

## **FOOTHILL COLLEGE**

### **Learning Resource Center (LRC)**

LRC division has been looking for updated security gates and RFID tags for all items in the library. The division has also investigated extending the gates within the tutoring areas and possibly adding panic buttons in the tutoring areas.

### **Workforce/Apprenticeships**

Team Sunnyvale planned a Run Hide Defend class for Sunnyvale Center.

## **BOARD PRIORITIES 2022-23**

**PRIORITY 1** - Develop a shared understanding among the Board, faculty, staff, students, and administrators regarding the need for ongoing institutional change and why it is imperative if we are to eliminate structural racism and achieve our equity and student success goals. Through the Chancellor and Presidents, work with District constituents at all levels to identify immediate changes that are needed and make sure the Board receives appropriate recommendations when review and approval by the Board are necessary.

**PRIORITY 2** – Monitor progress in the Student Centered Funding Formula metrics through substantive Board discussion at least twice a year.

**PRIORITY 3** - Build budgets that, regardless of fiscal conditions, will increase investments in intentional strategies designed to achieve student success and equity goals and the elimination of systemic racism; adopt policies and procedures that will support attainment of those ends.

**PRIORITY 4** - Through the Chancellor and Presidents, work with District constituents at all levels to identify systemic inequities and elements of institutional racism in District policies and practices and adopt strategies aimed at dismantling those oppressive structures, reducing or eliminating equity gaps, and enhancing student social/emotional well-being and success, including attending to students' nonacademic needs, such as affordable housing and setting clear expectations for law enforcement.