



Educational Master Plan 2023-2027





Table of Contents

Preface	1
Setting the Stage.....	2
Data and Trends – De Anza College	3
Enrollment Trends.....	3
Course Success Rates.....	4
Completion of Transfer-Level Math and English	4
Full-time Enrollment	4
Persistence Rates	4
Certificates, Degrees and Transfer.....	5
Employment Outcomes.....	5
Basic Needs	5
Civic Engagement	5
Employee Demographics.....	6
Data and Trends – Silicon Valley Region.....	6
Demographics	7
Economics	7
Poverty and Basic Needs	8
High School Graduates.....	9
Job Projections.....	9
De Anza’s Vision, Mission and Values	12
Strategic Planning Process	15
Strategic Planning Institutional Initiatives.....	16
Institutional Goals	19



Table of Contents

Guided Pathways..... 23

- Mission..... 23**
- Vision and Values 23**
- Achieving Guided Pathways 24**

Moving to Action 24

- Funding 24**
- Institutional Decision-Making and Resource Allocation Processes..... 25**
- Alignment Across Initiatives, Plans and Goals 26**

Monitoring Outcomes and Aligning Initiatives..... 26

Institutional Goals to be Achieved by 2027 28

Looking Forward..... 30

Thank You 30

References 33

Additional Resources 33

Addendum: Institutional Metrics 34



Preface



De Anza College has developed this new Educational Master Plan at a pivotal and exciting point in time: As the world emerges from a global coronavirus pandemic, the college and our students have gained valuable experience and understanding of new strategies and formats for delivering instruction and services.

At the same time, even as regional trends have spurred enrollment declines, the latest economic and demographic data underscore De Anza's essential role in preparing students to be successful, productive members of their communities. While confronting these trends, we remain committed to proactively closing historic equity gaps and to serving a student body with diverse backgrounds, experiences and goals.

Our Educational Master Plan addresses all these issues as it lays out a road map for the next five years. The document was developed through a collegewide planning process that included a thorough examination of college and regional data, along with extensive participation and input from all stakeholders – including faculty members, classified professionals, administrators and students.

The plan identifies four important institutional initiatives that will frame our efforts to increase enrollment and improve outcomes for key student population groups. Importantly, it also lays out specific goals and metrics for measuring our progress.

De Anza's success and completion rates for students are consistently high, ranging far above statewide rates. However, disaggregated data shows that we are experiencing a significant equity gap between targeted and non-targeted student populations. While De Anza has demonstrated a long history of commitment to equity initiatives, in order to close the equity gap, we need to culturally and structurally institutionalize our equity efforts.

De Anza already has made a strong start on this important work through our equity planning and award-winning Guided Pathways initiatives – including the new Villages, meta-majors, degree and transfer maps and more – which are a model for enthusiastic participation by students, faculty and classified professionals across the college. As we move forward, we will continue to rely heavily on Guided Pathways as we focus on the recognized factors of student success, with a commitment to equity at the core of all we do.

Lloyd A. Holmes, President

A handwritten signature in black ink that reads "Lloyd A. Holmes". The signature is fluid and cursive, with a large initial "L" and "H".

Setting The Stage

The college has made great strides in meeting the educational needs of students in Silicon Valley, serving an incredibly diverse student population – with 80% identifying as a students of color – from communities across Santa Clara, Alameda and San Mateo counties.

Over the past five years, the college has engaged in major efforts to meet students where they are through the following initiatives:

- Implemented Guided Pathways by organizing students, employees and programs around six Villages based on corresponding meta-majors, to help students identify a path, stay on the path and ensure learning
- Adapted to COVID-19 by shifting all instruction and support services online, from mid-quarter of winter 2020 through the 2020-21 and 2021-22 academic years, vastly changing how instruction and services are delivered
- Began discussions regarding the restructuring of shared governance as a result of feedback relating to inequities in the historical process
- Created a basic needs safety net for students through an emergency fund, transportation assistance, housing resources, expanded mental health services and food resources including food pantries, mobile food bank and mobile farmer’s market
- Transitioned away from basic skills developmental education to direct enrollment in transfer-level math and English courses, with varying levels of support
- Created 21 associate degrees for transfer to streamline transfer to the California State University system in areas including Art History, Biology and Film, Television and Electronic Media.
- Enhanced the offering of ten Learning Communities for students of color, low-income and first-generation backgrounds including FLOW (hip-hop), IMPACT AAPI, REACH (for student athletes) and LEAD (Latinx Empowerment at De Anza).



- Created noncredit course offerings in CTE program areas and English as a Second Language
- Began collecting data on LGBTQ+ and nonbinary gender students, and broadened support for students through the Women, Gender and Sexuality Center
- Created a data-informed and data-transparent culture and held conversations about student equity gaps, course outcomes at the instructor level, and student outcomes from an equity perspective
- Secured a federal Title III “Strengthening Institutions Program” grant of \$2.3 million that will be fully implemented by fall 2026, through coordinated delivery of many student services through the Guided Pathways Villages, expanded Learning Communities and creation of a new Ethnic and Pride Inclusion Center (EPIC) for historically underserved students, including LGBTQ+ students, as well as increased faculty professional development opportunities, creation of bridges from high school to college and from college to the workforce, and expanded internship opportunities
- Began the process of creating (and securing approval for) a baccalaureate degree in Automotive Technology Management

Through these initiatives and much more, the college is uniquely situated to meet the diverse educational needs of Silicon Valley while working to reduce systemic inequitable outcomes for students of color.

This document will serve as the framework for meeting this vision and upholding De Anza’s mission and values, while attaining institutional metrics and ensuring that all students leave the college with a broad education aligned with its institutional core competencies – all with student equity and student success factors as the driving force behind everything the college does.

Data and Trends – De Anza College

Enrollment Trends

- Over the past nine years, course enrollment decreased by 20% overall.
- The majority of enrollments are distributed across fall, winter and spring terms.
- Four out of five, or 82%, of De Anza students identify as nonwhite. The student body includes 51% who identify as Asian, largely composed of students who selected categories listed as Chinese, Vietnamese, Filipinx and “Asian Other.” Another 24% of all students identify as Latinx, 18% as white and 4% as Black.
- The average age of De Anza students is 25, while nearly half are 20-24 years old.
- There is an almost even split between students who identify as female and male, with slightly more than 1% identifying as nonbinary.
- Students reside predominantly in San Jose, Sunnyvale and Santa Clara.
- Online course enrollment had grown to 22% of total enrollment before the pandemic prompted the college to temporarily move all classes online in spring 2020.

Course Success Rates

- Success rates – the rate of students receiving A, B, C or P grades – have been steadily increasing across all modalities and spiked in 2020-21 during the COVID-19 pandemic.
- Prior to 2020-21, the gap between online and face-to-face classes had been narrowing to the point where success rates were nearly similar for both modalities.
- Over the past nine years, when looking at all modalities, success rates are lowest for Black, Latinx, Foster Youth, Latinx, LGBTQ+ and Native American students. While overall course success rates have improved to 80%, that still means students are not completing their courses 20% of the time – and this is most pronounced for these population groups.
- Success rates have improved over the past nine years for students who identify as members of Asian groups that have historically been underserved or disproportionately impacted
 - Success rates for Laotian students improved 10 percentage points, from 66% in 2011-12 to 76% in 2020-21.
 - Cambodian students saw a 4 percentage point increase
 - Vietnamese students had an 8 percentage point increase
 - Filipinx students had a 5 percentage point increase
 - Pacific Islander students had a 3%-point increase.

Completion of Transfer-Level Math and English

- Successful completion of transfer-level courses in both English and math, within one year of initial enrollment, has increased exponentially.
- The rate has more than doubled for Latinx students, and nearly doubled for Black and Filipinx students over the past five years.
- While all population groups have seen improvement, gaps remain between groups.

Full-time Enrollment

- Full-time enrollment in fall, winter and spring quarters has ranged from 45% to 50% over the past five years.
- Black, Latinx, Native American, Pacific Islander and white students enroll full-time at lower rates (on average, below 50%) than students who identify as Asian or decline to state.
- Students who are Black, disabled, foster youth, Latinx or LGBTQ+ attempt and earn fewer units, on average, than all other student population groups.

Persistence Rates

- The rate at which students remain enrolled from fall through winter quarter is 75%, and from fall through spring is 69%, on average.
- Persistence rates – or the rate at which a student continues attending classes into the following term – are lowest for Black, foster youth, Latinx, LGBTQ+, low-income and white students.

Certificates, Degrees and Transfer

- Despite an overall decrease in enrollment, and the impacts of the COVID-19 pandemic, the number of certificates and associate degrees for transfer awarded to De Anza students each year has increased, along with an increase in transfers to the University of California and California State University.
- There has been an overall shift toward students earning transfer degrees as these have become available in more fields.
- Transfers to UC and CSU remained somewhat stable over the past five years, but then saw growth in 2020-21, with fewer students choosing a private or out-of-state transfer destination.
- De Anza's transfer rates for Latinx and Black students have not yet reached levels comparable to the rates for Asian, white and Filipinx students.

Employment Outcomes

- Employment outcomes improved for all student population groups, across various metrics available.
- This shows the benefits of completing at least some college.
- Outcomes are varied by student groups, with Black, disabled, Filipinx, foster youth, Latinx, LGBTQ+ and Pacific Islander students at the lower end of positive outcomes and seeing lower median annual earnings.

Basic Needs

- Students struggle with the most essential basic needs of housing and food security, as reported in surveys of students' needs over the past three years.
- Black, Latinx, Native American, Pacific Islander and students who identify as nonbinary have higher rates of food and housing insecurities than other student groups.

Civic Engagement

- On average, students surveyed are most likely to agree or strongly agree they have the tools to seek out information to develop an informed position on a social or political issue.
- A majority of survey respondents report their experiences at De Anza contributed to their ability – either “somewhat” or “to a great extent” – to have a civil conversation about controversial issues with someone whose background or views are different than theirs.
- A majority of students also report their experiences at De Anza contributed – either “somewhat” or “to a great extent” – to their ability to have their views challenged by others.

Employee Demographics

- Part-time faculty members, who constitute the largest category of employees, predominantly identify as white. This group has been 59% white, on average, over the past six years.
- The rate at which part-time faculty members identify as white has been declining over the past six years, while the percentage of part-time faculty members who identify as Asian has increased to 25%.
- Half of the full-time faculty identify as white, while 21% identify as Asian, 14% Latinx, 7% Black, 5% unknown, 2% multiethnic and 1% Native American, on average.
- Classified professionals tend to be the most diverse employee group with 38% identifying as white, 27% Asian, 22% Latinx, 5% unknown, 2% Pacific Islander, 3% multiethnic, and 3% Black on average.
- Administrators, though the smallest employee category, are also a diverse group with 34% identifying as white, 19% Latinx, 15% Asian, 21% Black, 5% unknown, 5% multiethnic and 1% Native American, on average.

Data and Trends – Silicon Valley Region

A review of data and survey results from Santa Clara and San Mateo counties shows that financial insecurity is a serious concern for many residents, and many residents are leaving the region because of the high cost of living.

The rate of need government or community assistance is highest for Latinx residents, and nearly half of all children in the region live in a household that needs public assistance to get by. Within the same region, there exists a worsening wealth gap, with a quarter of wage earners holding 92% of the region's wealth.

The rate at which students graduate from high school is declining in the area, although more students are eligible to enroll at a University of California or California state University campus.

The 2021 Silicon Valley Poll shows residents are leaving the region because of the high cost of living and housing costs.

- More than half (56%) of survey respondents said they are likely to leave the region in “the next few years.” This is up 9 percentage points from last year.
- The main reasons cited for wanting to move are the overall cost of living (cited by 84% of respondents) and high housing costs (77% of respondents).
- Black, Latinx and low-income residents, along with women and residents under age 35, are most concerned about financial insecurity.

Here are some additional trends identified in the 2022 Silicon Valley Index published by Joint Venture Silicon Valley, a regional economic research and advocacy group.

Demographics

- The Silicon Valley region experienced its first population decline in over 12 years.
 - In 2021 alone, 40,000 residents left the region. One-third left for other Bay Area suburbs, 25% moved to the Sacramento area, and the remaining residents left for Seattle, Portland, Dallas, New York and Las Vegas.
 - The birth rate in the region is at its lowest since 1979.
- The youth population is decreasing.
 - The number of residents under the age of 18 decreased by 1.3% from 2020 to 2021
 - The number of residents age 18-24 increased by 1.4%, while those age 25-44 decreased by 0.3%.
- The region is largely composed of residents who identify as Asian, white or Latinx.
 - In 2020, 38.8% of residents identified themselves as Asian, 29.2% identified as white and 24.1% identified as Latinx
 - Other groups include 5.6% identifying as multiracial and 2.2% identifying as Black
- Spanish is the most commonly spoken language at home, followed by Chinese.
 - In 2020, 35% of county residents spoke Spanish at home while 18% spoke Chinese.
 - Another 12% spoke English or another Indo-European language, 9% spoke Vietnamese, 8% spoke Tagalog, 8% spoke other Asian or Pacific Islander languages, 2% spoke a Slavic Language and 2% spoke Korean.
- Two out of five residents (39%) were born outside the United States.

Economics

- Employment in the region rose by 5% in 2021 but still had not recovered to pre-pandemic levels, after falling 9% in 2020.
- Half of all jobs in the region are in the area of community infrastructure and services (including healthcare, social services and state and local government jobs). Other categories include
 - 27% in innovation and information products and services (including computer hardware design and manufacturing, semiconductors, internet, technical research and software)
 - 16% in business infrastructure and services (wholesale trade, personnel and accounting services, administrative services, technical management)
 - 4% in other areas
 - 4% in other manufacturing fields

- There is a large gender divide for science and engineering degrees conferred at universities in the region, with far fewer women receiving a STEM degree than men.
 - In 2020, 40% of awards were conferred to women and 60% conferred to men.
 - This trend has been consistent over the past ten years.
- Average annual income in the Silicon Valley region is \$170,000 per year, while the median income is \$138,000.
 - Average income in San Francisco is slightly higher, at \$173,029.
 - Average income is lower for the Bay Area (\$138,483), the state (\$89,183) and nation (\$71,718).
 - Average wages in the region are currently \$138,000 after year over year growth since 2009.
- Unemployment is highest for Black or African American residents.
 - Overall unemployment dropped to a low of 2.9%.
 - The rate was 7% for Black residents, 4% for Latinx, 3% for white, 4% for other races and 5% for two or more races within the region.
- There is a large gap in wealth inequality in the region.
 - The top 25% of wage-earners in the region hold 92% of the wealth.
 - The top 10% of wage-earners hold 75% of the wealth.

Poverty and Basic Needs

- Poverty affects 5% of the population in the Silicon Valley region.
 - The poverty rate for Silicon Valley is lower than the rest of the Bay Area, state and nation.
 - Poverty is greatest for the region’s Native American residents (14%), followed by Black residents (12%) and Latinx residents (11%).
 - The poverty rate decreased from 10% in 2012 to the current rate of 5%.
- A third of households require public assistance, with Latinx residents struggling the greatest.
 - While 5% of residents live below the poverty line, another 28% live above the poverty line but below the standard of living within the region – which means a combined 33% of the population doesn’t make enough money to meet household self-sufficiency standards.
 - For Latinx residents, 61% require government or community assistance. The rate is 82% for noncitizen Latinx residents and 90% for Latinx families where neither parent speaks English.
 - Nearly half (46%) of children in the region live in households that are not self-sufficient.
- Food insecurity was an issue for 21% of the population in 2021.
 - That figure is up from 15% in the prior year
 - A third (33%) of children in the region receive a free or reduced-price lunch.

High School Graduates

- The rate of high school graduates is declining, while more students meet eligibility requirements for enrollment at a University of California or California State University campus.
 - The high school graduate rate was 83% in 2020, down slightly from prior years
 - The rate of students who are UC and CSU eligible upon graduation increased to 63%, above the statewide rate of 50%.
- UC and CSU eligibility rates vary by ethnicity.
 - Black, Latinx and Pacific Islander students have the lowest eligibility rates, at around 41%
 - In contrast, 84% of Asian and 70% of white students were eligible upon graduation.

Job Projections

Associate Degree, Certificate or Some College

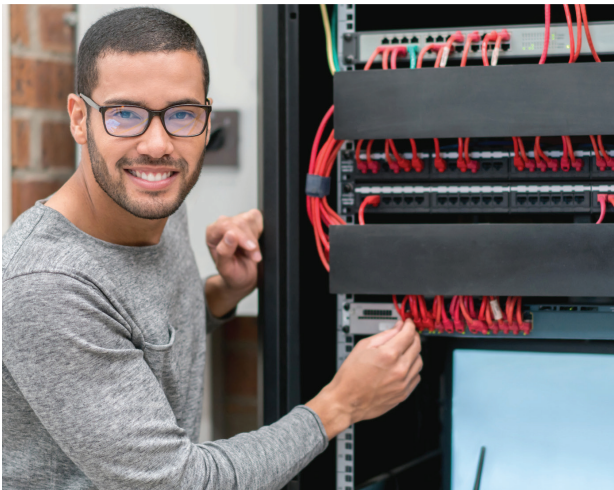
- Regional growth in job openings requiring an associate degree, certificate or some college is projected to be greatest in the health sciences.
- The following chart shows the top 20 occupations ranked by projected increase in job openings between 2018 and 2028, in the San Jose-Sunnyvale-Santa Clara Metropolitan Statistical Area.

* Indicates a field in which De Anza offers an associate degree or certificate

** Indicates a field in which De Anza offers a transfer path

Occupational Title	Projected Employment Increase	Median Annual Wage
Occupational Therapy Assistants**	33.3%	\$53,883
Respiratory Therapists	27.4%	\$100,970
Diagnostic Medical Sonographers	25%	\$102,564
Physical Therapist Assistants**	20%	\$75,730
Health Technologists and Technicians, All Other*	19.8%	Not available
Agricultural and Food Science Technicians	19.3%	Not available
Medical Assistants*	19.3%	\$47,033
Web Developers*	19.1%	Not available
Life, Physical, and Social Science Technicians, All Other	16.7%	\$66,394
Paralegals and Legal Assistants*	16.6%	\$88,161
Radiologic Technologists	16.5%	\$87,610
Preschool Teachers, Except Special Education*	16.3%	\$39,142

Occupational Title	Projected Employment Increase	Median Annual Wage
Massage Therapists	16.3%	\$34,487
Medical Records and Health Information Technicians*	15.2%	Not available
Nursing Assistants 14.9% not available	14.9%	Not available
Healthcare Practitioners and Technical Workers, All Other*	14.8%	Not available
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	14.7%	\$70,279
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic*	14.6%	Not available
Cardiovascular Technologists and Technicians	14.3%	\$70,756
Magnetic Resonance Imaging Technologists	14.3%	\$98,539



Bachelor’s Degree

- Regional growth in job openings requiring a bachelor’s degree is projected to vary, with top categories including design, software, research, sciences and medical fields.
- The following chart shows the top 20 occupations ranked by projected increase in job openings between 2018 and 2028, in the San Jose-Sunnyvale-Santa Clara Metropolitan Statistical Area.

*** Indicates a field in which De Anza offers a certificate, degree or transfer path

Occupational Title	Projected Employment Increase	Median Annual Wage
Film and Video Editors***	37.9%	Not available
Information Security Analysts***	33.6%	Not available
Operations Research Analysts	33.1%	\$96,833
Proofreaders and Copy Markers***	30.0%	Not available
Software Developers, Applications***	25.2%	Not available
Market Research Analysts and Marketing Specialists	23.5%	\$97,883
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	22.0%	\$54,780
Medical and Health Services Managers	18.7%	\$129,964
Financial Managers 18.6% \$164,967	18.6%	\$164,967
Social Science Research Assistants***	17.6%	\$51,215
Biological Scientists, All Other***	17.1%	\$107,548
Social Scientists and Related Workers***	16.7%	\$86,895
Athletic Trainers***	16.7%	\$63,851
Statistical Assistants	16.7%	\$60,671
Education Administrators, Preschool and Childcare Center/ Program***	16.0%	\$51,629
Coaches and Scouts	15.2%	\$40,889
Registered Nurses***	15.1%	\$149,520
Biological Technicians***	15.0%	\$63,391
Financial Specialists, All Other	14.4%	Not available
Training and Development Specialists	14.3%	\$88,058

De Anza's Vision, Mission and Values

Vision

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

Mission

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

- Communication and expression
- Information literacy
- Physical/mental wellness and personal responsibility
- Civic capacity for global, cultural, social and environmental justice
- Critical thinking



Values

Integrity

We embrace honesty, credibility, clear communication and acting on our stated values. We strive to acknowledge and address issues that may be difficult to broach. The college's ability to fulfill its mission depends on a college community in which everyone feels included, respected and safe.

Innovation

In all of our many roles, we will continuously and purposefully reflect in order to innovate and improve. We work to ensure our physical space is welcoming, conducive to learning and environmentally sustainable. We are committed to being innovative in our daily work, curriculum and use of technology. We work with our students to be creative, flexible, imaginative and inventive, and to prepare to contribute to a world that will demand skills and competencies not yet in view.

Equity

We welcome students of all ages and backgrounds and connect with them, in their range of unique circumstances, to help them fulfill their dreams. We strive to design classes and services to the needs of those we serve. We value and embrace the intellectual contributions of a diverse spectrum of people and cultures. We strive for a diverse workforce that honors the contributions of all who work here.

Developing the Human Capacity of All Students

We will provide support in six key factors of student success. Our students will be:

- Directed, with a goal and the knowledge of how to achieve it.
- Focused, staying on track to achieve that goal.
- Nurtured, feeling that we want to, and do, help them to succeed.
- Engaged, actively participating in class and extracurricular activities.
- Connected, feeling that they are part of the college community.
- Valued, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated.

Institutional Core Competencies

The Institutional Core Competency statements are a promise to the communities that support De Anza College that students graduating with an A.A. or A.S. degree, or who will transfer to a four-year college or university, will be able to demonstrate the knowledge, skills and attitudes contained within all of the five competency areas, based on general education and discipline-specific courses at the lower division level.

Students who earn a certificate, or have taken courses for personal educational development, will be expected to demonstrate the knowledge, skills and attitudes specified within one (or more) of the five competency areas.

Innovation

In all of our many roles, we will continuously and purposefully reflect in order to innovate and improve. We work to ensure our physical space is welcoming, conducive to learning and environmentally sustainable. We are committed to being innovative in our daily work, curriculum and use of technology. We work with our students to be creative, flexible, imaginative and inventive, and to prepare to contribute to a world that will demand skills and competencies not yet in view.

Communication and Expression: Students will communicate clearly, express themselves creatively, interpret thoughtfully and logically, and engage actively in dialogue and discussion, while paying attention to audience, situation, and (inter) cultural context. Communication and expression may be written or oral, verbal or nonverbal, informational or artistic.

Information Literacy: Students will recognize when information is needed and locate, critically evaluate, synthesize, and communicate information in various formats. They will use appropriate resources and technologies while understanding the social, legal, and ethical issues for information and its use.

Physical/Mental Wellness and Personal Responsibility: Students will recognize lifestyles that promote physical and mental well-being, engage in self-reflection and ethical decision-making, explore career choices and life goals, practice effective individual and collaborative work habits, and demonstrate a commitment to ongoing learning.

Civic Capacity for Global, Cultural, Social and Environmental Justice: Students will recognize their role as local, national, and global citizens. They will participate in a democratic process, respect social and cultural diversity, appreciate the complexity of the physical world, and understand the significance of both environmental sustainability and social justice.

Critical Thinking: Students will analyze arguments, create and test models, solve problems, evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, interpret literary, artistic, and scientific works, utilize symbols and symbolic systems, apply qualitative and quantitative analysis, verify the reasonableness of conclusions, explore alternatives, empathize with differing perspectives, and adapt ideas and methods to new situations.

Civic Engagement for Social Justice: We provide students with opportunities to enhance their potential for purposeful and productive lives. As a public institution, we contribute to the development of our local, state, national and global communities. We view our students and ourselves as agents of change, responsible for building the world in which all people are able to realize their dreams in ways that are environmentally sustainable and in alignment with the United Nations' Declaration of Human Rights.

Strategic Planning Process

De Anza College's Educational Master Plan (EMP) is the foundational document for the college planning process, and all other plans are expected to be in alignment with the EMP.

In 2021-22 the College Planning Committee led the work of reviewing and updating the Educational Master Plan for the next five years.

The college hosted four workshops, which were attended by nearly 200 individuals including full- and part-time instructors, counselors, classified professionals, administrators, students and members of the Foothill-De Anza board of trustees, to gather input about the process.

The workshops were organized around four areas to gather input in these areas

- Student enrollment and outcomes
- Structural and cultural change, with a focus on Guided Pathways and student equity
- Regional trends and the college's response
- College goals, as framed with a focus on retention, learning, equity and Guided Pathways

A comprehensive webpage was developed to house all data, information, recordings and information pertaining to the strategic planning process. A special event was held in April to summarize the feedback and share the input collected through the workshops.

Input gathered from each workshop and event, as well as through the shared governance process, was incorporated into this plan. The draft plan was then presented to the college at a May event held to gather additional input. The final plan was then reviewed and approved by College Council on June 10 [PENDING].

Key Planning Documents

Accreditation

Guided by the Accrediting Commission for Community and Junior Colleges (ACCJC), the college has aligned its planning to a seven-year accreditation cycle. The college annually reports student outcomes and financial information to the ACCJC, and provides a midterm report in the fourth year of the cycle, along with an Institutional Self Evaluation Report (ISER) in the sixth year, in preparation for an accreditation site visit in the seventh year

Student Equity Plan

The Student Equity Plan 2019-22 includes goals and activities to improve outcomes for our disproportionately impacted student groups in the areas of access and enrollment, retention, transfer, completion of transfer-level English and math, and attainment of the Vision Goals set by the California Community Colleges Chancellor's Office. The plan includes actions to achieve the goals.

Facilities Master Plan

The Facilities Master Plan 2021-26 is based on the college's values and integrates a focus on equity and developing human capacity through six factors that research has shown are tied to student success. The plan provides key recommendations to ensure De Anza remains agile, resilient and equitable in future facilities planning.

Technology Master Plan

The Technology Committee led the development of the 2021-24 Technology Plan, which also reflects the college’s equity framework and goals as outlined in the Educational Master Plan. The Technology Plan focuses on accessibility, affordability and support for instruction and services. The three-year span of the plan reflects the changing technology needs and capabilities of the college.

Governance Handbook

The Governance Handbook was developed to help orient new participants to the college’s governance processes, structure and committees. The handbook also documents the charge, membership and structure of each committee. A glossary of terms is also included. The handbook was created by a task force in 2010 and is updated annually by the College Planning Committee.

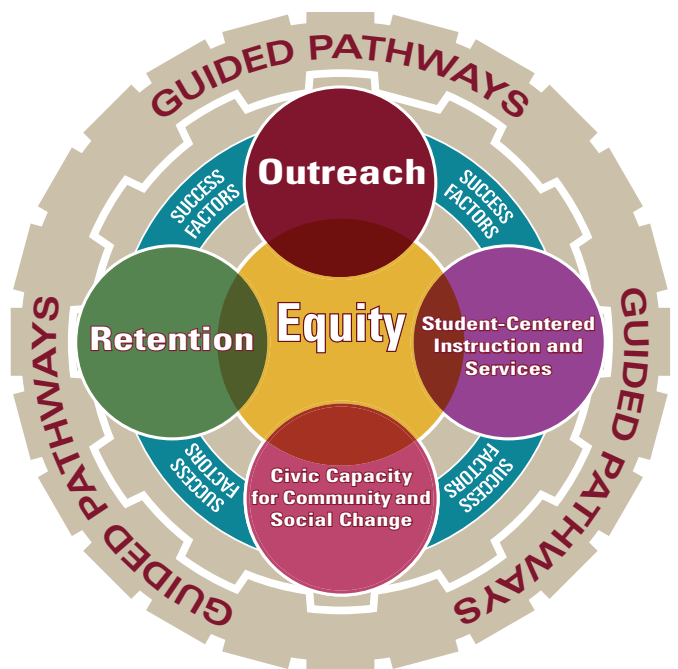
Strategic Planning Institutional Initiatives

During each of the last three strategic planning cycles – in 2006, 2010 and 2015 – De Anza has established a set of Institutional Initiatives as a focus for resources and support.

Building on these foundational initiatives, and incorporating ongoing transformational processes that are taking place at the college, De Anza is now focused on the four areas listed below. These four initiatives were developed under the umbrella of Guided Pathways and the Six Factors of Student Success, with equity at their core:

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

The initiatives have resulted in campuswide improvements in many areas and have become part of the institutional culture of the college. Separately, they each add value, but collectively, they become what the college is as an institution, and reflect its deepest commitment to students. These initiatives will continue to drive efforts for the next five years.



Rebuilding After The Pandemic

Before the COVID-19 pandemic, 79% of De Anza’s enrollment was in face-to-face or hybrid courses (combining online and in-person instruction), while 21% was fully online. As the college transitions a post-pandemic era, while responding to student needs, it is possible to consider changing the historical approach to offering instruction.

As the college emerges from the pandemic, we anticipate students will want a significantly increased selection of on-campus offerings. The strategic planning process found that, to best serve students, the college should work toward offering 50%-60% of courses with an in-person component during the next five years.

Given that the college will emerge from the pandemic with multiple class and services modalities, De Anza must focus on ensuring learning in all formats. This can be done through a commitment to integrating the student success factors – the finding that students succeed when they are focused, nurtured, engaged, connected, valued and directed – into all college processes, as well as through the transformative work of Guided Pathways, the promotion of a vibrant culture that supports the equity framework, and a commitment to De Anza’s Institutional Initiatives, including the initiatives outlined below.

Outreach

- Early engagement – e.g., middle school and high school partnerships and pathways
- Continued outreach to geographical locations with historically low college-going rates.
- Outreach to pockets of potential enrollment growth, including adult learners.

Student-Centered Instruction and Services

- Professional development and support for classroom teaching (e.g., AB 705 support, high-impact practices)
- Support for all employees in equity work (e.g., financial commitments, support for classified professionals)
- Visioning and streamlining collegewide practices (e.g., enrollment management, curriculum, stacked certificates)
- Staffing to support wraparound services (e.g., foster youth counselor, social worker)

Civic Capacity for Community and Social Change

- Community-based learning initiatives where the college is connected to and concerned about the well-being of the community and engaged in projects to develop those partnerships (e.g., internships, employment or volunteer opportunities within the community, community partnerships)
- Opportunities for students to develop their leadership capacity (e.g., peer mentor groups, tutoring, engaged learning classes, pay student government)
- Academic learning that helps students understand the histories, roots, and possible solutions to issues facing themselves and their communities.
- Students and employees develop their capacity to make a difference on campus through shared governance and other pathways (e.g., orientation, mentoring, training).

Retention

- Expanded focus to include nontraditional students (e.g., foster youth, part-time students)
- Support for basic needs and mental health (e.g., centralized services, intrusive messaging, focus groups)
- Proactive intervention strategies (e.g., focus groups, student fines, student employment) with a particular focus on student populations that have lower persistence rates, and on retention for spring quarter, which has seen lower persistence rates than winter
- Greater connections between major and career options (e.g., internships, pathways to careers aligned with their major)
- Formal and informal mentorship opportunities (e.g., mentoring, tutoring)

Areas Of Focus To Increase Enrollment

Despite long-standing and continued enrollment declines, the college is dedicated to stabilizing and eventually increasing enrollment lost to regional population declines and the effects of the pandemic. Through the strategic planning process, the college identified five main efforts to increase enrollment, on which it will focus over the next five years:

- Continue to attract traditional student populations, including those from historically underrepresented communities
- Emphasize retention efforts within the classroom
- Strengthen retention efforts beyond the classroom
- Target pockets of enrollment growth by developing or enhancing low-overhead CTE areas and attracting non-traditional learners including adult education students
- Continue to integrate transfer and CTE pathways and align with high-demand careers

Student Population Areas of Focus

An essential element of the Institutional Initiatives has been a focus on Black, Latinx and Filipinx students, first identified in the 2010 Educational Master Plan. These groups were originally identified based on an extensive socioeconomic analysis conducted in 2006.

Over the past decade, the college has been unsuccessful in closing course completion rates for Black and Latinx students; these rates have remained as large as 11 percentage points when compared to all other student groups.

Equity gaps for Filipinx students have nearly closed to 5 percentage points and Filipinx students are no longer considered disproportionately impacted. However, they will remain a key focus group for advancing equitable outcomes

Gaps for other groups have widened. Foster youth, LGBTQ+, Native American and Pacific Islander students are now considered disproportionately impacted.

For these reasons, the college will focus on improving outcomes for the following student groups:

Seven Student Population Areas of Focus:

- Black
- Filipinx
- Foster Youth
- Latinx
- LGBTQ+
- Native American
- Pacific Islander

Achieving the Institutional Initiatives by 2027

De Anza's 2027 Institutional Initiatives are a call to action that outline the college's intentions over the next five years. All other college planning documents, unit-level planning and program reviews will describe how departments, programs and services will work to achieve the goals by 2027. The integration of annual planning and five-year planning will ensure that the college will direct investments of human, physical and fiscal resources to strategies that will help meet the goals by 2027.

The college has a singular goal of closing long-standing equity gaps. This overarching commitment reaffirms the top priority of improving the experience of students and ensuring they meet their educational goals.

For De Anza, equity goes beyond student success, and encompasses the whole student experience from entry to workforce. The college has a deep commitment to student equity which now is explicitly focused on removing barriers for Black, Latinx, Native American, Filipinx and Pacific Islander students through targeted strategies.

De Anza recognizes that students also face barriers beyond traditional racial or ethnic identities, and for this reason will also focus on strategies most appropriate to closing gaps for students who identify as LGBTQ+ or foster youth. As these efforts succeed, the changes will benefit all student groups across the campus.

Institutional Goals

Over the past 10 years, the college has instituted many different institutional metrics, often aligned with state or federal requirements and accreditation standards that have come and gone. These metrics, while important indicators of progress, have seen minor progress but have not moved the college towards achieving equitable outcomes for all student groups.

There has been one long-standing metric that has resonated throughout the years with the main focus on closing race and ethnicity equity gaps:

The annual course completion rate for Black, Latinx and Filipinx students will be no more than 5 percentage points different from the rate for all other students.

While the college has not been able to close the equity gaps to 5 percentage points for all student groups in the past ten years, the goal is laudable, specific, measurable and centered on race or ethnicity. The following metrics are proposed to accompany the historical metric to be achieved by spring 2027. They would expand beyond race and ethnicity to include other groups that the college has historically left behind.

Goal 1 – Outreach to Historically Underrepresented Populations: Enrollment of students who identify as Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander will be proportional to their representation within Santa Clara County.

Goal 2 – Achieving Success Factors: The rate at which students report they feel a sense of belonging on campus will be no more than 5 percentage points different for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students, compared with the rate for all other students.

Goal 3 – Course Success: The annual course completion rate for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.

Goal 4 – English and Math Completion: The rate of successful completion of transfer-level English and Math in the first year for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.

Goal 5 – Transfer: The annual transfer rates for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.

Goal 6 – Degree Attainment: The annual rate of degrees awarded for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.

Goal 7 – Certificate Attainment: The annual rate of certificates awarded for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.

Goal 8 – Workforce Training: The rate at which students report they are employed in a field closely related to their field of study will be no more than 5 percentage points different for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students, compared with all other students.

Goal 9 – Civic Capacity for Community and Social Change: The rate at which students report they are able to make a positive difference for others will be no more than 5 percentage points different for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students, compared with all other students.

Goal 10 – Meeting Basic Needs: The rate of basic needs challenges – including homelessness, housing insecurity, food insecurity and mental health issues – reported by Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students, as measured by the annual basic needs survey.

Achieving the Metrics

In order to achieve these metrics, the college is committed to taking bold and transformative steps, which requires a departure from the usual and comfortable practices and actions of the past. To that end, the college has set these ambitious (and measurable) goals that are reflective of our collective goals and the culture we strive to create.

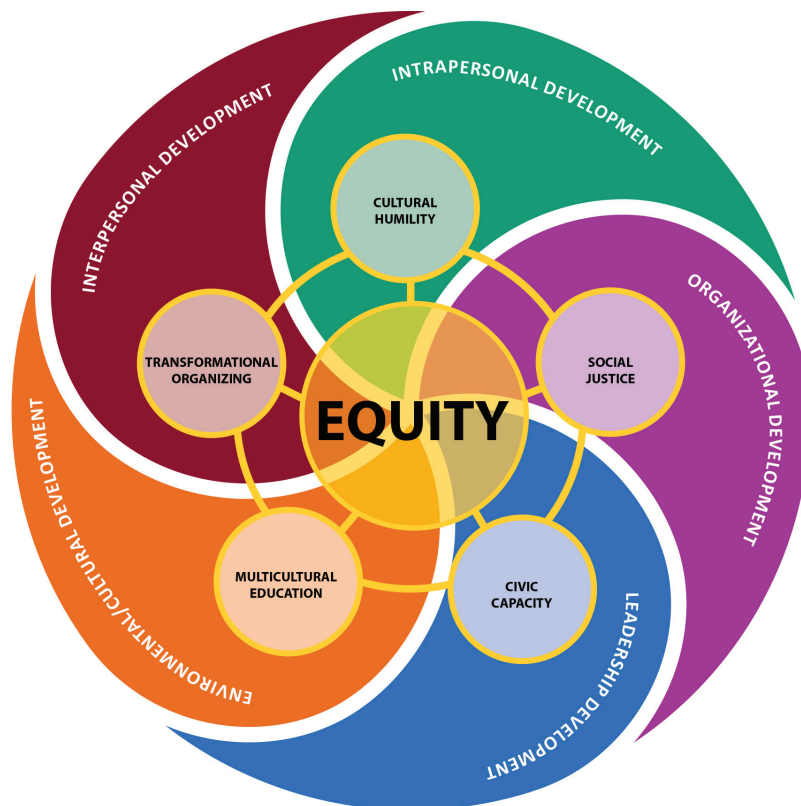
The goals further reflect the college’s steadfast commitment to bold actions that will improve student success in terms of course success, gatekeeper course completions, transfer, and workforce preparation in order to swiftly eliminate inequities, including racial inequity, across the campus.

Equity Framework

De Anza College has demonstrated a commitment to achieving student equity for well over a decade. Equity is not simply about the numbers or closing the racial achievement gap. Equity comes from meeting the unique needs of each student, as scholars in the field have noted, through individualized instruction, a welcoming and supportive environment, a sense of value and connectedness, and culturally responsive policies and practices.

To ensure that the college culture reflects equity-based practices, the college community must understand the breadth and depth of equity and infuse this concept throughout its daily practices. To achieve this goal, the college re-established and expanded the former Diversity Office into the Office of Equity, Social Justice and Multicultural Education.

The college has also built on the concept of equity to enliven its commitment and leverage its values, mission and core competencies. Consequently, the college has developed a planning framework that integrates the principles of cultural humility, civic capacity, transformative organizing, social justice and multicultural education as a means for achieving and sustaining a culture of student success and institutional equity. De Anza is dedicated to and values each of the concepts outlined below.





Through the shared governance process that began in spring 2021, an equity plan reenvisioned was developed with six key areas of focus to embrace both structural and cultural equity:

Vision and Defining Equity: Develop and adopt an equity vision and framework for De Anza’s equity work. [graphic under development]

Shared Governance: Engage the administration and shared governance leaders to advance and uphold the equity vision in all college endeavors by integrating it into the shared governance process and promoting transparency around equity.

Culture of Equity: Create a culture of evidence-based equity practices for all employees.

Integrated Instruction and Services: Develop best practices based on research at the collegewide and programmatic, departmental and work area levels.

Professional Development: Continue to develop rich and ongoing professional development opportunities that focus on deepening equity-mindedness for all employees.

Financial Commitments: Establish commitments, along with accountability and assessment measures, as outlined in the Student Equity Plan: “Equity Reimagined.”

A focus on a culture of equity alone will not close our gaps. But integrating that culture with Guided Pathways, including a focus on teaching and learning, and the six factors associated with student success, can lead to systemic change. By committing to these principles, De Anza can make systemic changes to its culture to create a community that is responsible for the outcomes and success of each and every student.

Guided Pathways

Mission

The De Anza College Guided Pathways initiative provides students with opportunities to explore prospective majors and careers while still making progress towards their academic goals. It keeps equity at the core of decision-making while understanding that improving academic and support services for underserved populations will also benefit all students. It proactively and holistically addresses students and their needs by offering wraparound services, and it helps students to gain self-efficacy in navigating their educational journeys.

Vision and Values

In order to ensure equity-focused, institutional change that will clarify pathways for students, help them enter and stay on the path, and ensure learning, we embrace the following core values:

- We embrace the institutional responsibility to be student-ready and to proactively assist students in obtaining necessary resources.
- We are dedicated to providing clear and direct information to students to “stop the bounce.”
- We acknowledge and advocate for the multiple access points and varying educational goals that exist for students.
- We are committed to both listening to and hearing students’ stories, counting them as valuable experiences that must be considered both quantitatively and qualitatively in supporting student success.
- We aspire to create a culture of engagement, mutual respect, and meaningful interaction that will benefit our entire campus community.
- We pledge to eliminate any unnecessary bureaucratic barriers that are within local control.
- We endorse and support our larger community, including our intersegmental partners, our local communities and local businesses, upon whom we depend to help our students.

The college is committed to exploring the implementation of the following initiatives pertaining to Guided Pathways

Creating a Student Ready and Proactive Institution – continuously explore ways the college can be more student-ready and proactive to meet students where they are.

Multiple Access Points and Varying Educational Goals – continuously explore ways the college can better support students from multiple access points with varying educational goals.

Student Stories – continuously explore ways the college can engage in listening to and hearing students’ voices.

Fostering Engagement, Mutual Respect and Meaningful Interaction – continuously explore ways the college provides a culture of engagement, mutual respect and meaningful interaction, not just with students but also between employees.

Eliminating Unnecessary Bureaucratic Barriers within Local Control – continuously identify bureaucratic barriers to help students achieve their goals.

Community Partnerships and Engagement – continuously explore ways the college can more effectively partner with local communities to help students achieve their goals.

Achieving Guided Pathways

To achieve the Institutional Initiatives and Goals by 2027, the college must lean into the Guided Pathways initiative, which offers large-scale solutions and resources to support change – and which is well underway in the 2021-22 academic year, with the creation of Villages and meta-majors.

Guided Pathways provides an opportunity to redesign the college structures and fully incorporate equity throughout the planning process, eliminate silos and enable faculty members and other college leaders to build on and reevaluate the student experience, provide professional development, and develop policies to address equity and racial equity.

For students, Guided Pathways provides opportunities to explore prospective majors and careers while still making progress towards their academic goals, within a meta-major aligned to their educational and career interests.

The college has created six villages based on meta-majors: Artistic Expression, Business and Finance, Health and Life Sciences, Language and Communication, Physical Sciences and Technology, and Social Sciences and Humanities.

The Villages model is designed to proactively provide wraparound services to support the whole student, not just their academic needs. The outcome of Guided Pathways is to ensure equity-focused, institutional change that will clarify pathways for all students, help them enter and stay on the path, and ensure learning so they can successfully meet their educational goals.

Moving to Action

De Anza’s overarching goal of equity is supported by four initiatives that describe how the college intends to attain its vision of empowering all students to attain their educational goals, develop an equity-based mindset and become civic leaders in their communities. This will be accomplished through the work of Guided Pathways, the incorporation of the six factors associated with student success, and a foundational commitment to equity.

Funding

De Anza College is committed to funding equity work. As part of the “Equity Reimagined” planning process, college stakeholders identified areas to more closely align equity with funding and resource allocations. In alignment with Foothill-De Anza district policies, the college will build a balanced budget that institutionalizes equity and includes increased investments in strategies that will help achieve student success and equity goals – even if reductions in overall expenditures become necessary. Investments should be made to support intentional strategies designed to achieve student success and equity goals and the elimination of systemic racism.

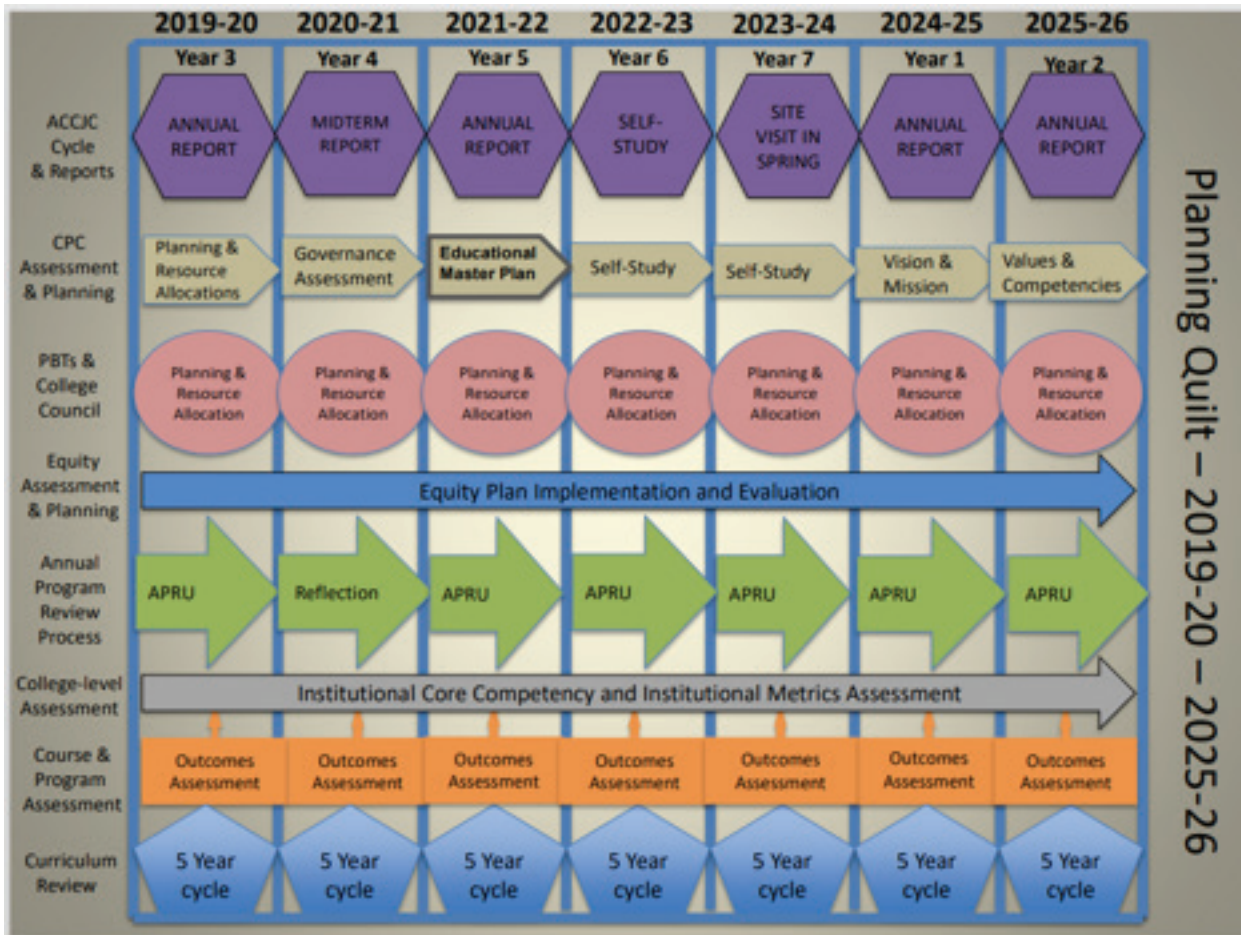


The ultimate goal is to establish funding models that uplift and support our programming areas and help reduce equity and racial equity gaps to no more than a 5-percentage point difference between groups. Funding will be prioritized to initiatives that specifically address the closure of the gaps and that are focused on equity and racial equity.

Institutional Decision-Making and Resource Allocation Processes

The college will continue to align its decision-making and resource allocation process with the seven-year accreditation cycle. The College Planning Committee will continue to lead the institutional planning efforts including review and revision of the college’s vision, mission, values and institutional core competencies in line with the planning quilt.

The college will continue to engage in the annual program review process and student learning outcomes assessment yearly as well as curriculum review on a five-year cycle. The college will also annually monitor its equity goals as well as institutional metrics as outlined in this plan.



Alignment Across Initiatives, Plans and Goals

Initiative	Alignment to Guided Pathways	Alignment to Goals	Alignment to Other Plans
Outreach	Pillar 2: Enter the Path	Goal 1: Outreach to Historically Underserved Populations	<ul style="list-style-type: none"> Equity Plan Title III Grant
Student-Centered Instruction and Services	Pillar 4: Ensure Learning	Goal 3: Course Success Goal 4: English and Math Completion Goal 9: Community and Civic Engagement	<ul style="list-style-type: none"> Guided Pathways Mission Equity Plan Title III Grant
Civic Capacity for Community and Social Change	Pillar 3: Stay on the Path Pillar 4: Ensure Learning	Goal 9: Community and Civic Engagement	<ul style="list-style-type: none"> Vision Mission Institutional Core Competencies
Retention	Pillar 1: Clarify the Path Pillar 2: Enter the Path Pillar 3: Stay on the Path Pillar 4: Ensure Learning	Goal 5: Transfer Goal 6: Degree Attainment Goal 7: Certificate Attainment Goal 8: Workforce	<ul style="list-style-type: none"> Guided Pathways Mission Equity Plan Title III Grant

Monitoring Outcomes and Aligning Initiatives

It is imperative that the college aligns initiatives and plans to meet our goals and systematically dismantle inequitable structures. The College Planning Committee is charged with aligning goal setting with institutional initiatives, by coordinating with other campuswide groups to ensure the college is working towards attaining the levels established in a key set of equity metrics, communicating out on this one set of metrics and incorporating these metrics into the college’s planning and decision-making processes.

The membership of the College Planning Committee includes broad representation to ensure broad representation on the committee. The college’s other key documents that guide planning include the accreditation reports, Technology Plan, Facilities Master Plan and Student Equity Plan. The College Planning Committee will oversee the alignment of these plans and ensure that equity remains a core focus.

In order to attain the Educational Master Plan goals, the College Planning Committee will engage in the following activities:

- Work with the college to communicate out and commit to the Equity Framework
- Work with the Office of Institutional Research and Planning to annually assess the metrics and communicate to the broad campus progress on goal attainment and continuously monitor student needs from disproportionately impacted communities
- Identify groups that are experiencing the greatest disproportionate impacts across all metrics and work with the broader campus to develop strategies to support these student groups
- Partner with the administration to advance and uphold a commitment to equity in all college endeavors
- Collaborate with the Academic Senate, Faculty Association, Association of Classified Employees, Classified Senate, De Anza Associated Student Government and College Council to promote and create a culture of evidence-based equity practices for faculty members, classified professionals and administrators
- Support each department, program and unit in the development of best practices to improve student outcomes, based on research
- Work with college and district shared governance committees to establish funding models that uplift and support the institutional initiatives and metrics



Institutional Goals to be Achieved by 2027

Goal	Measure	Black	Filipinx	Foster Youth	Latinx	LGBTQ+	Native American	Pacific Islander	All Other Groups
Goal 1: Outreach to Historically Underrepresented Populations	Enrollment of students who identify as Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander will be proportional to their representation within Santa Clara County.	+1.1%	-2.9%	+0.3%	+2.7%	-2.0%	-0.8%	+0.3%	NA
Goal 2: Achieving Success Factors	The rate at which students report they feel a sense of belonging on campus will be no more than 5 percentage points different for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students, compared with the rate for all other students.	Not yet available							
Goal 3: Course Success	The annual course completion rate for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.	71%	83%	80%	73%	74%	72%	64%	88%
Goal 4: English + Math Completion**	The rate of successful completion of transfer-level English and Math in the first year for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.	20%	51%	14%	27%	23%	NA	NA	40%
Goal 5: Transfer**	The annual transfer rates for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.	39%	39%	22%	31%	37%	NA	NA	45%

Goal 6: Degree Attainment**	The annual rate of degrees awarded for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.	7%	9%	8%	9%	7%	NA	NA	10%
Goal 7: Certificate Attainment*	The annual rate of certificates awarded for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students.	2%	2%	5%	2%	2%	NA	NA	3%
Goal 8: Workforce Training*	The rate at which students report they are employed in a field closely related to their field of study will be no more than 5 percentage points different for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students, compared with all other students.	NA	90%	50%	55%	NA	NA	NA	73%
Goal 9: Civic Capacity for Community and Social Change	The rate at which students report they are able to make a positive difference for others will be no more than 5 percentage points different for Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students, compared with all other students.	Not yet available							
Goal 10: Meeting Basic Needs	The rate of basic needs challenges – including homelessness, housing insecurity, food insecurity and mental health issues – reported by Black, Filipinx, Foster Youth, Latinx, LGBTQ+, Native American and Pacific Islander students will be no more than 5 percentage points different from the rate for all other students, as measured by the annual basic needs survey.	Not yet available							

*All students, **Degree/Transfer Students

Looking Forward

This Educational Master Plan will be a framework for De Anza’s continued progress in the next five years. It reflects the challenges and circumstances of the world around us, while building on the contributions and talent of our faculty members, classified professionals, administrators and students.

De Anza has always weathered its share of challenges, including most recently a global pandemic. These challenges have made the institution stronger, as it remains committed to advancing equity and preparing our students for successful lives ahead.

With the initiatives, goals and metrics outlined in this document, the college has established a road map for continued success.

Thank You

Thank you to the following individuals for participating in the Strategic Planning process.

Adam Contreras	Chris Tsuji	Diana Alves de Lima
Adriana Garcia	Chrissy Parker	Diana Argabrite
Alicia Cortez	Christian Rodriguez	Diana Ferrara
Allison Largent	Christina Espinosa-Pieb	Elvin T. Ramos
Allison Madriaga	Claudia Guzman	Edmundo Norte
Ammalinh Chan	Dana Kennedy	Edwin Carungay
Amy Leonard	Daniel Smith	Eli Lovdahl
Amy Wang	David Garrido	Elvin Ramos
Andrew Phelps	David Kobata	Eric Mendoza
Andy Huynh	Dawn Lee	Erick Aragon
Angélica Esquivel	Dayna Swanson	Erik Woodbury
Angelita Pabros	Debbie Lee	Erika Flores
Anita Muthyala-Kandula	Deborah Armstrong	Gary Valentine
Cathleen Monsell	Deborah Taylor	Glynn Wallis
Cecilia Deck	Deepa Yuvaraj	Helen Pang
Cheryl Jaeger Balm	Dennis Cima	Hua-Fu Liu
Cheryl Owiesny	Dennis Shannakian	Hyon Chu Yi-Baker
Chesa Caparas	Derek Mitchler	Iman Seale



EDUCATIONAL MASTER PLAN 2023-2027

Ines Johnson	Leah Riley	Melanie Reilly
James Tallent	Leah Smith	Melinda Hughes
Jared Camacho	Liliana Rivera	Melissa Aguilar
Jason Guowei You	Lisa Hatt	Michele LeBleu-Burns
Jayanti Roy	Lisa Kirk	Michelle Fernandez
Jayme Brown	Lisa Ly	Mike Galindo
Jen Brook	Lisa Mandy	Moaty Fayek
Jennifer Mahato	Lloyd Holmes	Nahrin Rashid
Jenny Vela	Lucy Doan	Natasha Joplin
Jesus Ruelas	Lydia Hearn	Nazy Galoyan
Jose Juarez	Mae Lee	Nina Van
Joseph Ng	Magali Molina	Pablo Hernandez
Jovanah Arrington	Mallory Newell	Pam Grey
J Rodriguez	Manisha Karia	Patricia Del Rio
Juan Diaz	Marco Tovar	Patti Whelan
Kanako Valencia Suda	Marilyn Booye	Patty Guitron
Karen Chow	Marisa Spatafore	Peter Landsberger
Karen Hunter	Marissa McGuire	Phong Lam
Kathy Munson	Maristella Tapia	Pippa Gibson
Keri Kirkpatrick	Mark Landefeld	Randy Bryant
Khoa Nguyen	Martha Espinosa	Rich Hansen
Kim Lee	Martin Varela	Richard Zalman
Kim Nga Huynh	Mary Donahue	Rob Mieso
Kim Palmore	Mary Pape	Robert Cormia
Kimberly Martinez	Maureen Miramontes	Robin Latta
Lakshmi Auroprem	Maurice Canyon	Roland Amit
Lan Trinh	Max Gilleland	Ron Hannon
Laura Watson	Megan Brophy	Sabrina Stewart
Laureen Balducci	Mehran Karimi	Sal Breiter

Sam Bliss

Sana Massad

Sandra Magallon

Sandra Trafalis

Sandy Cardoza

Sarah Lisha

Sarah Wallace

Shagun Kaur

Shaila Ramos

Shay Williams

So Kam Lee

Sofia Abad

Steven

Suodaba Adel

Susan Ho

Susan Thomas

Sushini Chand

T. Lee

Teri Gerard

Thao Nguyen

Thomas Bailey

Thomas Ray

Tim Shively

Tina Lockwood

Tom Dolen

Tony Santa Ana

Toshi Komatsu

Tracy Chung Tabangcura

Trisha Tran

Victoria Kahler

Vins Chacko

Wendy White

William Firmender

Yvette Campbell



References

Reference 1: Silicon Valley Poll: <https://jointventure.org/images/stories/pdf/sv-poll-2021-report.pdf>

Reference 2: Silicon Valley Index: <https://jointventure.org/publications/silicon-valley-index>

Reference 3: California Employment Development Department statistics: <https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.labormarketinfo.edd.ca.gov%2Ffile%2Foccproj%2Fsjos%24occproj.xlsx&wdOrigin=BROWSELINK>

Reference 4: De Anza College Institutional Core Competencies: <https://www.deanza.edu/about-us/mission-and-values.html#iccs>

Reference 5: Success Factors Framework (Six Success Factors) – The RP Group:

<https://rpgroup.org/our-projects/student-support-re-defined/successfactorsframework#:~:text=Success%20Factors%20Framework%20%28Six%20Success%20Factors%29%201%20Directed%3A,part%20of%20the%20college%20community%20More%20items...%20>

Reference 6: De Anza College Strategic Planning Website: <https://www.deanza.edu/strategic/>

Reference 7: De Anza College Accreditation: <https://www.deanza.edu/accreditation/>

Reference 8: De Anza College Student Equity Plan: https://www.deanza.edu/ir/planning/DAC_Student_Equity_Plan_2019-2022-Final2.pdf

Reference 9: Foothill-De Anza Community College District Facilities Master Plan: https://www.deanza.edu/gov/campus_facilities/documents/FHDA_FMP_Final_2021_2026.pdf

Reference 10: De Anza College Technology Plan: https://www.deanza.edu/gov/techcommittee/documents/DAC-Technology-Plan_2021-2024_Final-Draft-to-College-Council.pdf

Reference 11: De Anza College Governance Handbook: <https://www.deanza.edu/gov/documents/DAC-Governance-Handbook-2021-1110.pdf>

Reference 12: Foothill-De Anza Community College District Board Priorities for 2020-21: <http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=C5K2DD01A9BE>

Additional Resources

California Community Colleges – Guided Pathways: <https://www.cccco.edu/College-Professionals/Guided-Pathways>

Equity-driven systems: Student Equity and Achievement in the California Community Colleges –The Academic Senate for California Community College, 2019, Fall: https://asccc.org/sites/default/files/Equity_Driven_Systems.pdf

Addendum: Institutional Metrics

		Black	Filipinx	Foster Youth	Latinx	LGBTQ+	Native American	Pacific Islander	Subtotal	All Other Groups	Total	Source
Goal 1: Outreach	De Anza County	3.9%	7.1%	0.33%	27.7%	2.0%	0.4%	0.8%	Not applicable			Fall 2021 De Anza College, Santa Clara County; Ethnicity 2021, Foster Youth 2022, LGBTQ+ 2013, Filipinx 2019
	County	2.8%	10.0%	0.05%	25.0%	4.0%	1.2%	0.5%				
	Difference	1.1%	-2.9%	0.3%	2.7%	-2.0%	-0.8%	0.3%				
Goal 2: Belonging	Achieved	Data not yet available										All students; Spring 2022; college survey
	Total											
	Percent											
Goal 3: Course Success	Achieved	2,788	6,950	3,242	26,696	6,224	157	435	46,492	70,737	117,229	All students; 2020-21 rate; CalPass Plus
	Total	3,932	8,418	4,045	36,652	8,415	219	682	62,363	80,716	143,079	
	Percent	71%	83%	80%	73%	74%	72%	64%	75%	88%	82%	
Goal 4: Math + English	Achieved	26	146	10	352	75	Data not available	Data not available	609	1,055	1,664	Degree/transfer students; 2020-21 rate; CalPass Plus
	Total	132	285	71	1,322	325			2,135	2,657	4,792	
	Percent	20%	51%	14%	27%	23%			29%	40%	35%	
Goal 5: Transfer	Achieved	56	132	72	487	110	Data not available	Data not available	857	1,426	2,283	Degree/transfer students; 2019-20 rate; CalPass Plus
	Total	143	341	331	1,571	297			2,683	3,175	5,858	
	Percent	39%	39%	22%	31%	37%			32%	45%	39%	
Goal 6: Degree	Achieved	42	111	53	535	94	Data not available	Data not available	835	1,044	1,879	Degree/Transfer students; 2020-21 rate; CalPass Plus
	Total	641	1,219	627	5,883	1,351			9,721	10,224	19,945	
	Percent	7%	9%	8%	9%	7%			9%	10%	9%	
Goal 7: Certificate	Achieved	10	20	30	126	27	Data not available	Data not available	213	336	549	Degree/Transfer students; 2020-21 rate; CalPass Plus
	Total	641	1,219	627	5,883	1,351			9,721	10,224	19,945	
	Percent	2%	2%	5%	2%	2%			2%	3%	3%	
Goal 8: Workforce	Achieved	Data not available	9	4	16	Data not available	Data not available	Data not available	29	58	87	Degree/Transfer students; 2018-19 rate; CalPass Plus
	Total		10	8	29				47	79	126	
	Percent		90%	50%	55%				62%	73%	69%	
Goal 9: Civic + Community	Achieved	Data not yet available										All students; Spring 2022; college survey
	Total											
	Percent											
Goal 10: Basic Needs	Achieved	Data not yet available										All students; Spring 2022; college survey
	Total											
	Percent											

Goal 1: July 2021 Census Data, Foster Youth January 2022, : [https://socialservices.sccgov.org/sites/g/files/exjcpb701/files/documents/QSR_2022-01.pdf#:~:text=Ethnicity%20%26%20Race%20Asian%20Black%2F%20African%20American%20Hispanic,196%2C648%20%2845%25%29%20113%2C9991%2C739%20%280.4%25%29%2040%2C959%20%289%25%29%2068%2C892%20%2816%25%29](https://socialservices.sccgov.org/sites/g/files/exjcpb701/files/documents/QSR_2022-01.pdf#:~:text=Ethnicity%20%26%20Race%20Asian%20Black%2F%20African%20American%20Hispanic,196%2C648%20%2845%25%29%20113%2C9991%2C739%20%280.4%25%29%2040%2C959%20%289%25%29%2068%2C892%20%2816%25%29;); LGBTQ+: <https://lgbtq.sccgov.org/about/quick-facts>; Filipinx: <https://bayareaequityatlas.org/BayArea-API-diversity>



DeAnza  College

21250 Stevens Creek Boulevard • Cupertino, California • 95014 • deanza.edu