

De Anza College

Program Review – Annual Update Form

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members (if unsure, request the feedback form from your dean/manager).

We received feedback that counseling was missing from our mission statement. We have been hesitant to include counseling in our mission statement, as the funding that we are currently using for the counseling position is temporary and grant funded. We are unsure of the sustainability of this funding and do not want to communicate false promises through our mission statement that we can guarantee counseling services to our students. If we are able to secure sustainable funding for our counselor position, we would feel more confident to include it then.

We also received feedback about disaggregating the data to better portray the intersectionality of the students we serve. We reached out to the Institutional Research (IR) Office in April 2024 about accessing disaggregated data from CCCApply and doing a campus-wide survey to better access this information. We decided to wait to do this until the 2024-25 academic year and will reach out to them in early 2025 to roll it out in late Winter/early Spring. Additionally, we are working with the Partners in Learning team to facilitate an LGBTQ+-focused session in May 2025, where the IR Office will present data that we can use moving forward.

2. Describe any changes or updates that have occurred since you last submitted program review (comprehensive program review submissions).

Since we submitted our Program Review last year, we have one major change/update to share. Our Pride Learning Community began its second year and has doubled its student enrollment number to 30 students (compared to 15 students in its first year). This increase of student enrollment in our learning community was assisted by outreach efforts that were particularly unique to the LGBTQ+ population. For the 2023-24 academic year when the Pride Learning Community was first launched, we utilized traditional outreach strategies like those of other learning communities but learned that they were less effective due to potential compromises of students' confidentiality, privacy, and safety. Thus, leading us to implement new outreach strategies, including contacting high school counselors who are connected to LGBTQ+ student clubs on their campuses, word of mouth by others, and outreaching to new prospective LGBTQ+ students directly and discretely in efforts to protect their confidentiality, privacy, and safety.

3. Provide a summary of the progress you have made on the goals identified in your last program review (as included in the comprehensive program review).

Goal 1: Building Student Leadership

We have substantially built out our Student Leadership and Employment Program in this past year. In our first year as a Student Center on campus, we were able to hire one student to support us in the Winter and Spring quarters and had an additional student join us in the Spring quarter through the Mellon Scholars program. In our second year, we had six student employees, three of which were hired through our state-wide grant and the other three through Mellon Scholars. We now have 10 students working within the Pride Center through a diverse set of funding streams; three funded from our state-wide grant, two through funding we received from DASG, three funded from the Mellon Scholars program, one through the Presidents funds, and one funded through a grant we received from the NASH Foundation (which is unrestricted and allows us to provide financial support to any student regardless of work authorization). When we wrote our Program Review last year, our number one need was around staffing to support the work we are doing to serve LGBTQ+ students on our campus. Since we have not been able to secure institutionalized funding to meet this need, we have had to rely on student employees and interns, as well as campus and community collaborations.

Additionally, we have partnered with HEFAS, VIDA, and the Office of Equity to provide weekly training sessions for our Student Leaders. These sessions, which take place every Friday via Zoom, are co-facilitated by folks who lead these offices and cover topics that students have identified as areas where they would like extra support. They cover skills-building topics such as “How to Plan an Event,” “How to use Canva to Create a Flyer,” “Financial Literacy,” etc., as well as social-emotional topics such as “How to Recognize and Deal with Burnout” and “Embracing Queer Leadership.”

Goal 2: Pride Learning Community

Since the launch of our inaugural student cohort in Fall 2023, we aim to continue increasing the number of students in our learning community in efforts to serve our LGBTQ+ students at De Anza in the coming years. Doing so will allow us to continue offering services that are vital to our LGBTQ+ student population, ranging from providing counseling services, teaching counseling-related courses, and facilitating workshops and events that are useful and relevant to our students’ experience in pursuit of their academic and educational goals at De Anza College and beyond. In addition, we have also expanded our course offerings by including a Communication Studies course (COMM 10: Fundamentals of Oral Communication) in Spring 2025 and onboarding a new instructor to teach this course to our learning community students for the 2024-25 academic year and beyond.

Goal 3: Professional Development for Faculty, Staff, and Administrators

Since submitting our Program Review, we held three LGBTQ+ 101 trainings titled “Creating Inclusive Spaces for LGBTQ+ Students,” provided two department specific training sessions

with the Counseling Department (and an additional follow-up with the folks teaching the Human Sexuality class) and the District Police Department and participated in the Partners in Learning Series. In our opinion, the Department specific training sessions are the most impactful, as they allow for deeper and more specific conversations. The campus-wide trainings can be difficult to get folks to attend without an incentive, so we have met with the Office of Professional Development to get our trainings co-sponsored as it provides a financial incentive for attendees (PGA or additional pay for part-time employees). We also have an additional supplemental training planned for later in the year that will focus on supporting our Trans, Nonbinary, and Gender Expansive students.

3. *If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.*

We do not feel like it is useful to change our goals at this point and would like to see them through a year or two so that we can fully assess our progress by then.

4. *Describe the impact to date of previously requested resources (personnel and instructional equipment) including both requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been able to and unable to accomplish due to resource requests that were approved or not approved?*

This was the first program review we have submitted for the Pride Center and Pride Learning Community. Currently, the only resource that we have requested is to institutionalize the funding for our Pride Learning Community Counselor so that this position can be permanent and sustainable. That process is still pending. We did not submit a request for instructional equipment.

5. *How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?*

Although the Pride Learning Community Counselor position is currently grant-funded, we were able to accomplish several goals that had a positive impact on our LGBTQ+ student population at De Anza. Firstly, we have doubled the number of students in our Pride Learning Community, which initially began with 15 students in our first year (2023-24) to now 30 students in our second year (2024-25). This has allowed us to achieve stability in keeping our course sections reserved specifically for our Pride Learning Community students, which we were unable to do during our first year due to low student enrollment in that cohort. Secondly, we have held events and workshops that were relevant to our learning community students as well as our LGBTQ+ students in general such as a pet therapy event, candle-making workshop, and LGBTQ+ community resources workshop. Thirdly, we have expanded our course offerings for the Pride Learning Community by including a Communication Studies course (COMM 10: Fundamentals of Oral

Communication) that begins in Spring 2025 in efforts to ensure that our students fulfill the CSU Golden Four course requirements for transfer in a timely manner. Lastly, we have been able to serve our LGBTQ+ student population by providing an array of counseling services (e.g., academic, career, transfer, and personal counseling) as well as offering counseling and career life planning courses to our students in both the Pride Learning Community and Pride Center. Doing so has allowed us to further cultivate and foster a strong sense of community more meaningfully where our students can feel safe and welcomed and, most importantly, express their authenticity by being truly themselves.

For Objectives 2b and 7 of the SiP Grant, we were very close to meeting our goal in serving LGBTQ+ students as well as our goal in serving a higher number of students in the targeted population during the 2022-23 academic year. However, we fell short in the goal of reaching 350 Minority students due to it being our first year of officially establishing and running these programs at De Anza as well as difficulties with capturing student data through the SARS tracking system. To meet these goals, we began serving more students in the 2023-24 academic year through the Pride Center, LinC (Learning in Communities), and the Pride Learning Community (which launched its first and inaugural student cohort in 2023-24). Additionally, we also began serving students through the SSRS (Student Success & Retention Services) department, which houses several of our other learning communities including Puente, First Year Experience (FYE), Umoja, and IMPACT AAPI. **See SiP Grant Data below for more details.**

SiP Grant Data: (*Note – Our grant reported data has a year lag due to the reporting date being in April of each year, so the data below is as updated as we have).

- **Objective 2b:** By September 2026, the EPIC Center Counselor will serve 200 students from the LGBTQ+ community and 600 students from minority backgrounds from a 2020-21 baseline of zero.
 - 2022-23
 - ♣ Our goal for Objective 2b (for 22-23 only) was 50 LGBTQ+ students; 350 Minority students
 - ♣ Our actual for Objective 2b (for 22-23 only) was 48 LGBTQ+ students; 152 Minority students
 - 2023-24
 - ♣ Our goal for Objective 2b (for 23-24 only) is 100 LGBTQ+ students; 450 Minority students
- **Objective 7:** By September 2026, 40% of students in the targeted population (8,983 unduplicated students) will access services in the EPIC over a 2020-21 baseline of 0%.
 - 2022-23
 - ♣ Our goal for Objective 7 (for 22-23 only) was 1,348
 - ♣ Our actual for Objective 7 (for 22-23 only) was 1,371
 - 2023-24
 - ♣ Our goal for Objective 7 (for 23-24 only) is 1,797

6. **Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (<https://www.deanza.edu/slo/>) for instructional programs. In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.**

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>Goal 2: Offer LGBTQ+-focused workshops, events, and resources that are relevant to the student population.</p> <ul style="list-style-type: none"> • Learning Outcome: Students will be able to provide feedback to the Pride Center on what workshops, events, and resources they would find relevant and useful. Student leaders will assist in the co-creation of events. <p>Goal 5: Provide guidance, through workshops and educational resources, to the campus</p> <ul style="list-style-type: none"> • Outcome: Trainings and one-on-one supports will be offered to all administrators, faculty, and staff.
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>Goal 2 Assessment: Quarterly surveys will be given to students to assess the current offerings and identify additional needs.</p> <p>Goal 5 Assessment: Annual surveys will be given to assess students' experiences with inclusivity and belonging. Post-training surveys will be administered to assess the needs of staff, faculty, and administrators.</p>
<p>Summary of Assessment Results</p>	<p>Goal 2: We administered a Student Survey through the Pride Center in Spring 2023 (36 respondents), December 2023 (26 respondents), and March 2024 (21 respondents). Through these surveys, we were able to get a pulse of what students were wanting from us in terms of events, resources, and support. Some of the things that stand out from those surveys include:</p> <ul style="list-style-type: none"> • Students really appreciate and continue to ask for our community-building events (Chosen Family Dinner, arts & crafts, karaoke, gaming, etc.), mental health and wellness groups/events (animal therapy, support groups, etc.), activism events/groups, and

events specifically targeting our Trans, Non-binary, and Gender Expansive student community.

- In one survey, 38% of students stated that they would like more virtual events; however, when we offer them, only very few students attend (about 1-2). Specifically, they are looking for social virtual events such as online gaming sessions, movie streaming, and discussion groups.
- 62% of students were interested in events put on for Queer and Trans Students of Color. They wanted these events to be focused on wellness, self-care/community care, or viewing a movie/short film.
- When asked what resources they use most in the Pride Center, 51% of students mentioned food/snacks, 16% mentioned art supplies, and 11% said sexual health resources. When asked what resources they would like to see more of, 18% said more/different food/snacks, 14% said internship/job opportunities, 11% said scholarships, and 9% said 1-on-1 counseling.

In the 2023-24 academic year, we held:

- 25 “Virtual Office Hours” events
- 26 Mental Health and Wellness Groups (facilitated by two interns from the Mental Health & Wellness Center)
- 58 general Pride Center events, with 41 of them co- led by student leaders
- 10 collaborative events with campus/community partners, nine of which were co-led by student leaders.

Goal 5: One part of our goal was to do a campus-wide student assessment annually to gauge “inclusivity and belonging” among our LGBTQ+ students. However, we have not been able to do this yet. We are going to be reaching out to the IR Office to support us in a campus-wide survey in late Winter or early Spring.

In the 2023-24 academic year, we:

- Facilitated three LGBTQ+ 101 trainings titled “Creating Inclusive Spaces for LGBTQ+ Students”
- Held two department specific trainings with the Counseling Department (and an additional follow-up with the folks teaching the Human Sexuality class) and the District Police Department
- Led two Partners in Learning sessions focused on our LGBTQ+ students, as well as participated in the Partners in Learning Conference

	<ul style="list-style-type: none"> • Held “Weekly Office Hours” for staff, faculty, and administrators. <p>After the “Creating Inclusive Spaces for LGBTQ+ Students” trainings, we surveyed participants for their feedback. Overall, participants had a lot of positive things to say about the training, but asked for additional support in the following areas:</p> <ul style="list-style-type: none"> • Participants felt like they needed more time in the training to discuss how to implement the recommendations and best practices reviewed • Participants asked for more support on using correct gender pronouns and navigating difficult situations with LGBTQ+ students • Participants wanted more support with incorporating LGBTQ+ content into their curriculum. <p>After the “District Police Department” training, we surveyed participants for their feedback. Below are some of the things that stand out from their feedback:</p> <ul style="list-style-type: none"> • About 25% of participants do not feel confident in their ability to support and have positive interactions with LGBTQ+ students • They asked for more information on the intersection of mental health and LGBTQ+ campus community • We needed more time but were only given a 1-hour spot in their agenda
<p>Reflection on Results</p>	<p>Goal 2: Overall, we feel that we have been very responsive to student feedback in our programming and support services. We offer a ton of events for students that combine community building, information sharing, and identity-based support. We are consistently referring to student feedback to build out our programming and resource offerings. We have incorporated a Student Leadership position to specifically organize and facilitate events for our Queer and Trans Students of Color, which have been very successful and important to ensure that we are prioritizing intersectional programming.</p> <p>We have continued to struggle to have similar success in our virtual programming, however. In the 2023-24 academic year, we held 25 “Virtual Office Hours” to try to reach our online student population but only had two students utilize that service and have done so by appointment, not during our weekly allotted time. We had a few students attend other events in a virtual capacity, but it was never more than 1-2 per event. In their feedback surveys, students mention that they would like to have online gaming, movie streaming, and other similar events. The LGBTQ+ Alliance Club has</p>

	<p>been successful in hosting virtual online events, but those usually take place late into the evening and on weekends, which are off-hours for the Pride Center. We will continue to dig into what types of virtual events students would be willing to attend through our participant surveys.</p> <p>Goal 5: We have gotten into a groove delivering our LGBTQ+ 101 Training, “Creating Inclusive Spaces for LGBTQ+ Students,” and we feel good about this as a foundational training to offer employees. We will be rolling out two supplemental trainings this Winter and Spring quarters, including one on supporting our Trans, Non-binary, and Gender-Expansive students and the other on supporting folks to incorporate more LGBTQ+ content into curriculum. These supplemental training sessions will hopefully address the feedback given after the foundational training and continue to build up folks’ skills and confidence to support all our students.</p> <p>We want to continue to provide Department/Division specific trainings as those can be more tailored to the specific needs of our campus. We have identified a few places on campus to target our training materials and outreach in the upcoming year, including the Health Center, Nursing Department, and DASG Student Leadership. We also want to keep working with the Campus Police Department as there are ongoing training needs.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>Goal 2: We were able to start our outreach for 2024-25 Student Leadership and Employment positions this past Spring quarter. Starting this process in the Spring quarter has allowed us to interview during July and have all students identified by August. Starting in the year prior has also allowed us to have all students identified and ready to start at the beginning of the Fall quarter. During the Fall quarter, we do a lot of onboarding and training with our Student Leadership and Employee Team and planned our calendar on the many holidays and LGBTQ+ events that just happen to occur during this time of year. We also built out our survey with the Student Leadership Team so that they could incorporate questions based on their individual roles. Last year, we used our first Team Meeting of the Winter quarter to review the survey results from Fall and used the findings to plan out our programming moving forward. We will continue to utilize our quarterly surveys to build out our programming calendar for the Winter and Spring quarters.</p> <p>Virtual programming is an area that we have struggled with and continue to struggle with. Moving forward, we will use the survey results to try to identify areas to hold more virtual programming to try to find ways that we can reach our</p>

remote students. We currently have a student working as a Peer Mentor, and we can use their position to do some of this outreach work as well.

Many students use our space as a satellite “Resource Center” for basic needs. Over the summer, we purchased a refrigerator which has been very much needed and appreciated. We also connected with County resources to be able to provide harm reduction resources (e.g., Narcan, fentanyl testing strips) which students have been asking for. We will continue to prioritize and expand our basic needs offerings.

Goal 5: We have partnered with the Office of Professional Development to promote our trainings, as well as track attendance and offer PGA/PAA hours. This partnership has been very beneficial in helping us get more folks to attend our trainings as there are additional incentives. We will continue to work with the OPD to support our new supplemental training.

While there have been many trainings offered over the years on the topic of using/respecting gender pronouns (many even before the Pride Center was established in Fall 2022), this issue continues to come up in feedback from students about how their instructors – and our campus as a whole – can better support them. In student feedback, it is often the main area identified for how we could do better as a campus. We are working with our Student Leadership Team to create a campus-wide campaign to ensure that all full-time and part-time employees have information on using/respecting students’ pronouns.

We did not have any success with folks attending our set “Weekly Office Hours” for staff, faculty, and administrators. I did have folks reach out to me to meet about a variety of topics related to supporting LGBTQ+ students, but it worked out better for them to make an appointment with me when it was best for them, so we have moved to a “By Appointment” model.

Pride Center and Pride Learning Community Cross-Collaborations:

In the 2023-24 academic year, we worked to integrate the Pride Center and the Pride Learning Community through quarterly de-stress collaborations which included a candle making event in the Fall quarter, an animal therapy event in the Winter Quarter, as well as an End-of-Year Celebration trip to the GLBT Museum and Baker Beach in San Francisco. This year, we will continue to collaborate through joint community building events, as well as establish new

	ways to integrate the Pride Learning Community into the Queer and Now conference. During the Winter quarter, our Pride Learning Community Counselor will be holding space to discuss and plan for our Queer and Now Conference in his Career Life Planning course. Students will receive information about the conference and have opportunities to take on leadership roles in different aspects of the planning process.
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Done? Please email this form to your dean/manager.

7. Dean Manager Comments:

The Pride Center continuously models the iterative process of assessing the community's needs, providing something tangible to address the community's need, evaluating its effectiveness, and refining its offerings after substantive feedback. Due to this, they have proven time and again to be a highly responsive entity on our campus. It is no wonder that so many students seek community and solace from the Pride Center and the faculty, staff and students that work there. The Faculty Coordinator has done an excellent job of navigating the need for professional assistance by training a bevy of student leaders to provide programming support. However, the Faculty Coordinator is often the only professional staff actively available in the space, which makes it difficult for them to be accessible to the wider campus beyond staffing the center. While there is a counselor in that space, that Learning Communities Counselor position has split duties as the Pride Learning Community Counselor-Coordinator, and counseling-coordinating duties for the Student Success and Retention Services program and the LinC program. This means that their time is split between these three areas, and they are not able to be in the center as often. The Pride Center faculty coordinator has done a great job in navigating this issue thus far, but as they grow and the demand for their services grows across campus, so will the need for the faculty coordinator to be able to leave the center to be in attendance at staff meetings, professional development opportunities not offered online, to lead trainings for others, etc.

The Pride Learning Community has doubled in size from their first year to the second year and that is a great accomplishment. Both the program counselor and the Pride Center faculty have identified a really important issue around privacy and confidentiality that can make it difficult to market and outreach for this program. They've highlighted that it's community relationships and word of mouth marketing that has been most effective in publicizing this learning community. If that is the case, I would like for them to think about what kind of outreach they can do and the frequency with which they will need to conduct this outreach for that relational capacity to be an effective means for recruiting for this learning community. In other words, if students hear about this program through other students, or through a referral from high school counselors, etc., what will need to change about their approach in how they recruit students? Figuring out this piece of the puzzle could have important implications in how we market and publicize programs and services for populations with elevated privacy

considerations. Additionally, much can be learned about the current programs that exist that serve students with similar concerns.