De Anza College - Academic Services Comprehensive Program Review
A. Department Information

Mission

Please enter your department's mission statement here.

The mission of the De Anza Pride Center is to provide a safe, supportive, and welcoming space for students across the gender and sexuality spectrum to build community, access resources, and connect to the support needed to thrive in their college experience. We offer LGBTQ+ focused workshops and events, free sexual health and personal hygiene resources, and a safe place to study and be in community with other LGBTQ+ identifying students and allies.

Through our partnerships with various campus and community-based resources, we are also able to facilitate referrals and identify support networks to impact student success both on and off campus. We are committed to uplifting and celebrating the diversity and intersectionality of the LGBTQ+ community, especially those groups who have been historically underrepresented. Additionally, the Pride Center provides guidance, through workshops and educational resources, to the larger campus community, in order to ensure that De Anza is welcoming and inclusive of all LGBTQ+ individuals.

The mission of **Student Success and Retention Services (SSRS)** is to address historical and institutional inequities resulting in achievement gaps for underserved students by fostering a community of learners and leaders through innovative services and pedagogies that increase retention, persistence, graduation, and transfer rates.

SSRS provides **academic enrichment** and support services for

- first-generation college students
- students from groups that have been historically underrepresented in retention and transfer rates

How does your program mission statement relate to the mission, vision and values of the college? (https://www.deanza.edu/about-us/mission-and-values.html)?

The mission of the Pride Center aligns with the mission of Student Success and Retention Services and De Anza College in the following ways:

- We aim to provide a safe, supportive, and welcoming space for LGBTQ+ students, which is a group that has been historically underrepresented in retention and transfer rates. This supports the College's mission to provide an academically rich, multicultural learning environment.
- We support students physical and mental wellness by offering workshops, resources, and culturally relevant supports that are inclusive of LGBTQ+ students. We also partner closely with the Mental Health and Wellness Center to bring in the expertise trained professionals.

- We align with the College's Value of Equity, in that we support a diverse sector of the student body and seek to value and embrace the intellectual contributions of the LGBTQ+ community.
- We train student leaders to become agents of change on campus, and within their communities.

Program Goals

Enter 1-3 goals for your program to be achieved by spring 2027. Each annual reflection will ask your program to report on progress in meeting your goals. Each goal should be aligned to your programs's mission and the college mission. All resource requests and personnel requests should be aligned with your program's goals.

Goal title	Goal description	Responsible parties	Collaboration with	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Building Student Leadership	Expansion of student leadership opportunities and training	Pride Center Faculty Coordinator	Learning Communities Counselor, HEFAS/VIDA, Student Success Center, LGBTQ+ Staff/Faculty, Equity and Engagement Division Staff/Faculty	A Google Folder of agendas, curriculum, flyers, and sign-in sheets for Student Leadership Trainings. Student pre-surveys to assess training needs.	Post-training surveys and feedback processes, as well as an increase year to year from 2023 to 2026 in the number of students taking on leadership within the Center and across campus.
Learning Community	Growing and institutionalizing the Pride Learning Community	Learning Communities Counselor, Associate Dean of Learning Communities	Pride Center Faculty Coordinator, Student Success and Retention Services, LGBTQ+ Faculty/Staff; Dean of Equity and Engagement; Language Arts Division, Office of Instruction, Administrative Services	Student surveys, student success rates in Pride Learning Community courses (i.e., EWRT 1A, HUMI 1, COUN 5), and LGBTQ+ embedded curriculum.	Post-student surveys and feedback and student success rates from Pride Learning Community courses, as well as post-student surveys regarding counseling services provided to students in the learning community.
Professional Development for Faculty, Staff and Administrators	Stronger integration within the campus community by increasing professional development trainings to faculty, staff and administrators	Jamie Pelusi	LGBTQ+ students, staff, faculty, and administrators, as well as the Office of Professional Development and Partners in Learning.	A Google Folder of agendas, curriculum, flyers, and sign-in sheets for Pride Center Trainings, including Division and Department specific trainings. Campus wide surveys to assess priority training needs.	Post-training surveys and feedback processes, as well as increasing numbers of students reporting inclusive experiences across the entire campus.

Changes Imposed by Internal/External Regulations/Factors

Are there factors unique to your program that may affect your ability to serve students and employees that people should be aware of? (e.g., program reorganization, loss of personnel, legislative mandates, etc.)

Our biggest factor affecting our ability to serve students is our staffing. We currently only have one (1) full-time person working to serve all of our students, as well as supporting the staff and faculty. Since our Pride Learning Community counselor is currently grant funded, there is a lack of sustainability for our programing as we are unsure whether this position will continue being funded long-term. The Learning Community is an integral part of our overall goal to serve LGBTQ+ students, but if we lose that funding or have to rehire and retrain new staff members often, it would greatly impede what we are able to accomplish and, ultimately, how effectively we are able to serve our students. This would also directly impact our students in regard to accessing counseling services from a counselor who is strongly dedicated to serving our student population. Having a dedicated counselor for the Pride

Learning Community is not only pivotal to our students' academic success, but also their personal well-being, which often sets the tone for the rest of their academic careers and educational journeys.

Additionally there are legislative and sociopolitical threats to our LGBTQ+ students, staff/faculty, and program funding that create stress and uncertainty for our community. Across the country we see attacks on LGBTQ+ individuals regarding their safety, access to culturally relevant curriculum, and ability to have their basic needs met while in higher education spaces. It can be difficult for students to feel comfortable and confident to join a formal Learning Community on campus that explicitly serves LGBTQ+ because they are not out to their families. This has already, and will likely continue, to impact our ability to enroll students in the Pride Learning Community.

B. Populations Served
Provide details on the ways in which faculty are served indirectly.

1. Report the number of faculty served indirectly (e.g., opening day presentations, assisting all faculty with Canvas, providing all faculty with access to research materials, etc.) over the full academic year (summer, fall, winter, spring).

2. How does this rate compare to rates in prior years?

3. What trends is your department seeing in regard to the ways in which it is serving faculty indirectly?

The Pride Center opened in the Fall of 2022, so the 2022-23 academic year was our first full year in operation at De Anza. We served all faculty indirectly by providing materials via email to update everyone on the resources and services offered through this new student center on campus, as well as sharing best practices to support LGBTQ+ students. We gave presentations in Division meetings where we were invited, serving around 100 faculty. We also participated in the summer 2023 LinC Summer Institute, serving 40 faculty, as well as the Strategic Planning Initiative Teams Workshop summer sessions, serving 26 faculty. In these spaces we were able to advocate for additional and continued supports for our LGBTQ+ student community.

Prior to the opening of the Pride Center the Women, Genders, and Sexuality Center, as well as the Jane Miller Resource Room, supported our LGBTQ+ students, staff, and faculty. These spaces were led by staff and faculty who received stipends to do the work, as opposed to having full time dedicated staff. Therefore, this past year, we were able to serve faculty in a more intentional and deep way, however a direct comparison would be difficult.

We believe that these trends will continue to grow in an upward direction as our Pride Center Coordinator and Pride Learning Community faculty have more time to assess the needs of the campus and develop responsive training materials and resources. Given that last year was the first year we were in operation, much of that time was spent getting to know the composition and the needs of the campus as it relates to LGBTQ+ issues. We plan on increasing our capacity this year to facilitate more trainings and create more resources to directly and indirectly support faculty and staff.

Provide details on the ways in which faculty are served directly.

1. Report the number of faculty served directly (e.g., small group trainings, one-on-one trainings, etc.) over the full academic year (summer, fall, winter, spring).

2. How does this rate compare to rates in prior years?

3. What trends is your department seeing in regard to the ways in which it is serving faculty directly?

We served faculty directly in 4 different events last year, totaling around 150 staff and faculty.

The LGBTQ+ Student, Staff, and Faculty Mixer was an opportunity for LGBTQ+ staff and faculty to interact and engage with students in the Pride Center. We organized one Mixer in the Fall and one in the Winter quarter.

The Partners in Learning Training included two 2-hour sessions, each including around 30 staff and faculty (50 unique individuals). The first session involved the presentation of information around the specific needs of LGBTQ+ students, as well as time for the students to speak directly about their experiences. The second 2-hour session included a deeper dive into the content through small group discussions.

The Queer and Now Conference was an all day event which highlighted issues facing the LGBTQ+ community, as well as time to celebrate our community. We had a keynote speaker, creative arts workshop, open mic, panel discussion, and drag show. We engaged about 40 staff and faculty within this event.

At the District Opening Day, we engaged about 35 individuals in a workshop titled "Supporting our Trans, Nonbinary, and Gender Expansive Students". This workshop aimed to deepen participants understanding of the specific needs and supports for our transgender, nonbinary, and gender expansive students, as well as the different supports that can implement to create a more inclusive campus.

In years past staff and faculty were served through the Queer and Now Conference. Over the past 2 years this conference had taken place virtually. We do not have the data for numbers served at this event for previous years.

This year, and moving forward, we plan to serve faculty and staff in additional events, including more in-depth trainings offered each quarter, as well as weekly one-on-one drop-in hours. We also plan to organize Department/Division specific trainings.

Provide details on the ways in which students are served. If applicable.

1. Report the number of students served over the full academic year (summer, fall, winter, spring).

2. How does this rate compare to rates in prior years?

3. What trends is your department seeing in regard to ways in which it is serving students?

4. Provide details on the ways in which your department provides services to students.

In Summer 2022, we participated in the Summer Bridge (150 students) and the UndocuWelcome (25 students) events to support students within our Division. We also held listening sessions to assess student needs and program interests. During the 2022-23 academic year, we've had 120 students sign in to our Pride Center Google Form between Sept 26 - Nov 7, as well as around 200 students signing in via SARS throughout the rest of the year. We have organized LGBTQ+ events, "awareness days" for groups within the LGBTQ+ umbrella (ACE Spectrum, Trans/Nonbinary/Gender Expansive, etc), LGBTQ+ focused workshops (Gender Affirming Care, Name/Gender Marker Changes, etc.), hosted LGBTQ+ guest speakers, as well as supported the LGBTQ+ Alliance Officer and Club Meetings. We had collaborative events with HEFAS, VIDA, and the IMPACT AAPI Learning Community. We supported the Student Equity Summit (100 students). Additionally, we held 3 large-scale events in the Spring quarter including the Pride Flag Raising (around 25 students), Queer and Now Conference (around 80 students), and Lavender Graduation (around 60 students).

Although we do not have data available from previous years, we'd imagine that we are able to serve a greater number of students due to having a physical space and full-time faculty to coordinate activities.

Many of our students are looking to build community with other LGBTQ+ students, as they are not able to do so at home or within other spaces. Large percentages of our students ask for mental health support, as well as connections to community based resources, including housing, employment, food assistance, mental health resources, access to gender affirming care, etc.

We are also hoping to continue to support our LGBTQ+ students through our Pride Learning Community. During the 2022-23 academic year, we planned for and recruited for our Pride Learning Community, serving 13 students thus far and counting.

Provide details on the ways in which staff are served. If applicable.

1. Report the number of staff served over the full academic year (summer, fall, winter, spring).

2. How does this rate compare to rates in prior years?

3. What trends is your department seeing in regard to ways in which it is serving staff?

4. Provide details on the ways in which your department provides services to staff.

We served staff, alongside faculty, through our outreach emails, which shared the resources and services offered through our new Pride Center on campus, as well as best practices to support LGBTQ+ students. Additionally, our LGBTQ+ Student, Staff, and Faculty Mixers, Partners in Learning Trainings, Queer and Now Conference, and District Opening Day presentations all included staff. These events and trainings were meant to be applicable and accessible to both faculty and staff, as we did not distinguish between the two.

As in other areas, we do not have data available for prior years.

Through our work to support the UndocuSolidarity trainings we have seen that there are ways to differentiate our trainings to meet the needs of specific groups on campus. We plan

to offer specific LGBTQ+ focused trainings to different Divisions and Departments, as well as program areas including the Campus Police, Health Services, Admissions and Records, Administrative Assistants, Outreach, Student Success Center, etc. All of these groups include staff who are often the first line of individuals that students interact with when they reach out for resources.

Additionally, starting in Fall 2023, we are offering weekly "Drop-In Hours" for staff and faculty, in order to provide individualized and differentiated support and resources.

Employee Needs

1. What are staffing needs of your department to ensure the program's health, growth and vitality?

2. What strategies does your program have in place to ensure faculty, staff and students are being supported when faced with the current staffing ratios?

2. How do these strategies align with your program's mission and goals?

First and foremost, we need institutionalized funding for our Pride Learning Community Counselor. This would ensure stability and foster ongoing relationship building with students. Secure funding would limit the disruption that consistent turnover of staffing would bring and allow for our programs to continue to grow and thrive. This would also enable our dedicated counselor to continue providing counseling-related services to our students such as academic, educational, career, transfer, and personal counseling, as well as teaching counseling courses to our students.

We also need a Program Assistant to support the full functioning, access, and programming needs of an in-person Student Center. When our full-time faculty member has to spend a large majority of their time overseeing the physical day to day operations of the Center it leads little time for high level program planning, development of curriculum and trainings, staff and faculty support, or other large-scale initiatives. Having an Administrative Assistant in the space, would allow for continued and expansive program growth.

In regards to our Pride Learning Community Counselor, there isn't currently a strategy in place in the event that the position gets dropped due to the grant funding ending without institutionalized support. We would lose out on years of work to establish a Learning Community that directly serves our LGBTQ+ student population. LGBTQ+ students have been and continue to be an identified population that the college needs to focus on according to the yearly Belonging, Civic Capacity, Basic Needs, and Mental Health Surveys.

In order to address our staffing shortages we work with our student leaders to take on some of these additional tasks, as well as collaborate with other groups on campus to host events and support students (HEFAS, VIDA, other Learning Communities, the Mental Health and Wellness Center, etc.).

Exploring Course Success Rate Trends

1. Describe how your department directly or indirectly influences student success.

2. What strategies does your department have in place to increase or maintain current success rates?

3. What strategies might be helpful in closing any gaps in successful course completion by ethnicity, if applicable?

4. How do student success outcomes align with your program's mission and goals, if applicable?

The Pride Center (in collaboration with the Office of Basic Needs, the Mental Health and Wellness Center, and our Community Partners) offers students connection to much needed resources for addressing their basic needs, so that they can have more time and mental capacity to focus on their academic work. The Pride Center also plans to expand the number and type of activities and workshops it offers to students and employees to create a welcome campus, while growing and refining its successful offerings from last year. The faculty and staff trainings, workshops and office hours currently being offered are designed to train De Anza College employees on culturally relevant practices serving LGBTQ+ students that employees can learn and grow from as well as implement in their classrooms and office areas. This helps to create a community of belonging for LGBTQ+ students, thereby indirectly influencing student success.

The Pride Learning Community has an opportunity to move the needle on course completion rates for those students within the LGBTQ+ community that are struggling the most with meeting their educational goals. The Pride Learning Community (launched in Fall 2023) has adopted many of the curricular, androgogical and programmatic strategies and interventions that have proven successful in other learning communities for disproportionately impacted students. This includes, but is not limited to: a case management counseling framework, embedded counseling in the classrooms, culturally relevant curriculum, and extra curricular activities to help build community for the students in the program. Through the (new) existence of both an Associate Dean and Dean of Equity and Engagement, we are looking forward to the development of strategic goals and metrics to accurately assess our impact on student success.

E. Assessment Cycle

Administrative Unit Outcomes (AUO) Assessment Cycle

1. Summarize the dialogue that has resulted from AUO assessments.

2. What specific strategies has your department implemented, or plan to implement, based on the results of the AUO assessments conducted?

3. How do these strategies align with the program's mission and goals.

As a new program, we haven't had a full AUO assessment cycle. To start that process, we have developed the following:

1. Goal: Provide a safe, supportive, and welcoming space for students across the gender and sexuality spectrum.
    1. Outcome: Students will identify the Pride Center as a resource on campus where they can access support around issues of gender and sexual diversity. LGBTQ+ students

will identify the Pride Center as a space that increases their sense of belonging.

2. Goal: Offer LGBTQ+ focused workshops, events, and resources that are relevant to the student population.
   1. Outcome: Students will be able to give feedback to the Pride Center about what workshops, events, and resources they would find relevant and useful. Student leaders will assist in the co-creation of events.
3. Goal: Create partnerships with campus and community-based resources to facilitate referrals.
   1. Outcome: Students will know that the Pride Center is a resource on campus where they can go for referrals. We will take proactive measures to know about county-wide services and create partnerships to maintain a current database of resources.
4. Goal: Uplift and celebrate the diversity and intersectionality of the LGBTQ+ community, especially those groups who have been historically underrepresented
   1. Outcome: Programming, including guest speakers and workshop presenters, will reflect the diversity of our student community.
5. Goal: Provide guidance, through workshops and educational resources, to the campus
   1. Outcome: Trainings and one-on-one supports will be offered to all administrators, faculty, and staff.

As of now, we've developed the following assessments for Goals 2 and 5. We will work with Institutional Research to further develop these Assessments and create Assessments for the remaining Goals.

- Goal 2 Assessment: Quarterly survey's will be given to students to assess the current offerings and identify additional needs.
- 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/admin.

Dean/Manager Comments

In the short time that the Pride Center has been in existence, it has done a lot of work to situate itself on campus as a welcoming and reliable resource for not only LGBTQ+ students specifically, but for the entire campus community. The center has been offering multiple workshops, events and opportunities for students to engage with and explore issues of identity, and the sexuality and gender spectrum since it's inception. I'm really looking forward to seeing how the center further develops it's programming, professional development and consultation opportunities for faculty, staff and administrators.

The Pride Learning Community is in it's first year, and thus we're still gathering information about the best way to run this program. What became apparently clear is that while some strategies are best practices across the board for cohort-ed programs, there are some strategies that are a challenge to apply when working with students who have privacy concerns, who haven't come out yet, or who do not have support networks that are accepting of their Queer identities. The specialized ability to navigate these challenges makes the need for a counselor for the Pride community critical to the success of this program. Currently, the counselor for the Pride learning community is a grant funded, non-tenure track position that

splits it's time serving the students in that cohort as well as other programs and communities within the Equity and Engagement division. The first step to institutionalizing this program is to move the counselor position off grant funding, to college-based funding.

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