






**Agenda Item Details**

Meeting	Sep 08, 2022 - Special Meeting of the Board of Trustees - Board Retreat
Category	BOARD RETREAT
Subject	2. Review of Board Priorities including the Metrics - 10:15 a.m. (Board President Patrick Ahrens, Executive Director of Institutional Research and Planning David Ulate, and Senior Advisor to the Chancellor for Reimagining Anu Khanna)
Type	Discussion, Information, Presentation

Board President Patrick Ahrens will lead trustees in a discussion of the [2022-23 Board Priorities](#), the progress made in achieving the priorities including the metrics, and work to reimagine the Foothill-De Anza Community College District.

-  [2a. Board Priorities 2022-2023\\_FINAL080122.pdf \(105 KB\)](#)
-  [LeadershipGoals080122.pdf \(563 KB\)](#)
-  [2c. Board Priorities and Metrics Presentation-09.10.2022\\_920pm.pdf \(557 KB\)](#)



## **Board Priorities 2022-2023**

*The mission of the Foothill–De Anza Community College District is student success. We are driven by an equity agenda and guided by core values of excellence, inclusion, and sustainability. Every member of our district contributes to a dynamic learning environment that fosters student engagement, equal opportunity, and innovation in meeting the various educational and career goals of our diverse students. We are committed to providing an accessible, quality undergraduate education dedicated to developing a broadly educated and socially responsible community that supports an equitable and just future for California.*

1. Develop a shared understanding among the Board, faculty, staff, students, and administrators regarding the need for ongoing institutional change and why it is imperative if we are to eliminate structural racism and achieve our equity and student success goals. Through the Chancellor and Presidents, work with District constituents at all levels to identify immediate changes that are needed and make sure the Board receives appropriate recommendations when review and approval by the Board are necessary.
2. Monitor progress in the Student Centered Funding Formula metrics through substantive Board discussion at least twice a year.
3. Build budgets that, regardless of fiscal conditions, will increase investments in intentional strategies designed to achieve student success and equity goals and the elimination of systemic racism; adopt policies and procedures that will support attainment of those ends.
4. Through the Chancellor and Presidents, work with District constituents at all levels to identify systemic inequities and elements of institutional racism in District policies and practices and adopt strategies aimed at dismantling those oppressive structures, reducing or eliminating equity gaps, and enhancing student social/emotional well-being and success, including attending to students' nonacademic needs, such as affordable housing and setting clear expectations for law enforcement.
5. Require the Chancellor and Presidents to align their goals to the Board's priorities.
6. Require the Chancellor to report to the Board on progress in meeting the Board's priorities at least twice per year.

### **Notes on the Board's Priorities**

The following Notes are intended to expand on the meaning of the priorities listed above and to provide the District's faculty, staff, students, and administration with a more complete understanding of the Board's expectations regarding its priorities.

These notes are an essential part of this document and should be used by the District's faculty, staff, student, and administrative leadership as a guide to the interpretation of Board's priorities as they work to implement them.

**Note 1: Developing a Shared Understanding of Why Institutional Change is Imperative.**

The Board finds that the case for why institutional change is imperative if we are to eliminate structural racism and achieve our equity and student success goals is compelling. Nevertheless, the Board needs opportunities to discuss and explain that case so that the public, the District's leadership, and other stakeholders have a more complete understanding of the Board's perspective and expectations. For that reason, the Board's agenda needs to include information and discussion items that address topics and questions like the following. *This list is not exhaustive and is intended for illustrative purposes only:*

- What is the current baseline? What do the data show about student success at Foothill and De Anza now?
  
- We know many students' lives are profoundly changed for the better because of the education and experience they receive at Foothill or De Anza, but have we analyzed disaggregated data to determine the typical student's experience at our colleges? Does it consistently, predictably, and reliably propel students towards the achievement of their goals, or does it result in too many students becoming frustrated or lost? What is the profile of the students who generally succeed and those who generally do not?
  
- Are there community colleges in the United States that have made rapid and substantial progress on promoting student success and achieving equitable outcomes? Which are they and what are they doing that we are not?
  
- What information do we have about how students experience our policies, processes, and procedures? What do students, particularly traditionally marginalized students, think works well at Foothill and De Anza and what do they think needs to be improved? The Board expects more than anecdotal data on questions like these and anticipates that a conventional campus climate survey will not be adequate for a full exploration of the subject.

## **Note 2: Success and Equity Goals the Board will Regularly Monitor**

The board has selected the following metrics tied to the Student Centered Funding Formula to evaluate progress on achieving student success and equity goals:

- College Promise Grant recipients
- Pell Grant recipients
- AB 540 students
- Associate degrees and credit certificates
- Four-year college and university transfers
- Completers of transfer-level math and English within their first year
- Completers of nine or more career education units
- Alumni who have attained the regional living wage

The objective is to ensure that the Board is better able to assess student progress within the institution (using data disaggregated by race and ethnicity) from the time a potential student starts the admission process through his or her departure from the institution, with attention to his or her attainment of important milestones at relevant progress points in between.

Research shows that hiring outcomes also have a significant correlation to student success. As a result, the Board also anticipates the need to be provided with more frequent opportunities to review equity data regarding faculty, staff and administrator hiring, retention and promotion.

## **Note 3: Adopting Policies, Procedures, and Budgets that will Help Achieve Student Success and Equity Goals and Eliminate Systemic Racism**

Placing a priority on adopting policies, procedures, and budgets that will help to achieve student success and equity goals and eliminate systemic racism raises the question of where the District's leadership and shared governance constituencies should begin. The Board will look to the Chancellor for recommendations on a workable answer to that question, but suggests the following as examples of topics that warrant early consideration:

- Defining a “completion by design” framework aimed at ensuring all students complete their educational objectives (in particular, transfer and employment or advancement in a career) more quickly and with fewer unnecessary units. The Board believes such a framework is likely to include elements like rapid and complete implementation of Guided Pathways,

effective implementation of AB 705, plans to reinforce and expand learning communities, and pursuit of similar reforms.

- Examining the colleges' program mix, especially with respect to workforce development offerings that prepare students for challenging careers in fields that are aligned to employer needs and evolving employment trends.
- Attending to students' nonacademic needs, including coming up with a coordinated approach to homelessness and affordable housing for students and employees; responding to food insecurity; and providing better support for student mental health.
- Setting clear expectations for law enforcement on campus.
- Reviewing professional development with an eye toward strengthening culturally responsive teaching and advising and addressing unconscious bias.
- Reexamining approaches to diversifying the faculty, staff and administration.

#### **Note 4: Other Important Concerns**

The Board notes that there are important concerns the District will need to address that extend beyond the concerns identified in these Board Priorities. Those concerns will unavoidably require time, attention, and the allocation of resources. The following list, *which is not exhaustive and is intended for illustrative purposes only, includes examples*:

- The District will need to remain nimble in responding to the coronavirus pandemic and diligent about adhering to practices that conform to public health protocols.
- It will need to initiate the effective execution of the Measure G Bond Program, make progress on the design and implementation of its strategic plan for energy management and decarbonization, and produce a specific plan for the development of the De Anza Event Center.
- It will need to continue its efforts to strengthen community, education, and industry partnerships, and remain active as a regional and national leader in higher education.

**Note 5: Shared Governance and Collective Bargaining**

In adopting these priorities, the Board does not intend to short circuit the District's established shared governance processes. The Board expects that any recommendations formulated in response to the priorities and intended to translate them into specific action will be reviewed and refined through those processes and, in particular, that campus equity councils (or similar shared governance bodies) and students will be actively involved in deliberations.

Similarly, nothing in this document should be construed as diminishing or otherwise limiting the District's obligation to engage in good faith bargaining with a recognized employee organization over any proposed action that affects wages, hours, benefits or other terms and conditions of employment within the scope of bargaining.



## **2021-22 BOARD PRIORITIES: GOALS OF THE CHANCELLOR AND PRESIDENTS 2021-22**

Chancellor Miner and Presidents Fong and Holmes have aligned their goals to the priorities that the Board of Trustees adopted for 2021-22. Following are their four board-aligned goals and the board priorities that each goal supports.

1. Increase investments in intentional strategies designed to achieve student success and equity goals and the elimination of systemic racism. (Board Priorities 1, 3, 4)
2. Identify and monitor a few key equity and student success metrics that the Board will regularly discuss in depth. (Board Priorities 1, 2, and 3)
3. Increase support for nonacademic needs such as housing, food, and mental health services. (Board Priorities 1, 3, and 4)
4. Explore alternative models for campus safety and set clear expectations for law enforcement on campus. (Board Priorities 1, 3, and 4)

Below are actions undertaken from January 1, 2022, to June 30, 2022, reported by Foothill and De Anza colleges and Central Services to advance the four leadership goals.

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



## **CENTRAL SERVICES**

### **Chancellor's Office**

- The chancellor hired Dr. Anu Khanna as the senior advisor to the chancellor for reimagining Foothill-De Anza. A listening tour was launched in May of 2022 and surfaced numerous themes that will guide development of an implementation plan in fall 2022.
- The Presidents' Alliance on Higher Education and Immigration invited the chancellor to join a delegation of 20 educators and businesspersons who met with First Lady Jill Biden and Director of Domestic Policy Susan Price to advocate continuation of the Deferred Action for Childhood Arrivals (DACA) program along with a pathway to citizenship.
- Stanford University continued consultation with the chancellor in connection with a National Science Foundation grant to build an applied science to support working learners.



- As chair of the California Community College Baccalaureate Association, the chancellor has been a resource to the California Community Colleges Chancellor's Office as it approves the first round of baccalaureate proposals under AB 927. Additionally, she was a panelist at two sessions of the Community College League of California's Legislative Conference and presented an award of appreciation to Assemblymember Jose Medina, the author of AB 927.
- Thanks to a Foothill Commissioner, the chancellor was a reader for the Peninsula College Fund, which chose four Foothill and De Anza students as the organization's first scholarship recipients from community colleges.
- The chancellor served on the American Council on Education's Women's Network Executive Council, which is devoted to building a nationwide pipeline of women in higher education leadership. As part of her service, she helped shape the annual Women's Leadership Conference and gave a presentation at the conference on the group's Moving the Needle initiative.
- The chancellor continued service on the steering committee of Equity Forward, helping to define the group's roadmap and plan for a public launch in the fall. Equity Forward is an effort to achieve a more equitable economic recovery in Silicon Valley led by Silicon Valley Community Foundation, Joint Venture Silicon Valley, and Stanford University
- Led the governing board through a transition from at-large elections to election by trustee area to ensure the rights of minority voters under the California Voters Rights Act.
- Introduced Board resolutions condemning antisemitism and reaffirming a commitment to remove systemic barriers for Black students.
- Worked with the National Association of Black Accountants, Inc. on a program to improve pathways for Foothill-De Anza Black students to leadership positions in the business world.
- Began a review of board policies and administrative procedures to remove gendered language and incorporate the Board's commitment to Foothill-De Anza as an anti-racist institution.

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

- Completed the pre-bid phase of Wi-Fi expansion to include coverage in faculty and division offices, better facilitate on-site office hours with students, and improve the ability for faculty to develop online course materials or provide online services from their on-campus offices wirelessly.
- Addressed technical challenges with implementation of a true/preferred name for Foothill-De Anza employees to ensure inclusive acknowledgment of expression of individual identities across technology systems. Geared up for process to reconstitute the True/Preferred Name Committee with additional representation from transgender employees to ensure previously identified procedures for employees to change to a true/preferred name are simple and do not create undue discomfort for employees.
- Completed a request for proposals (RFP) and began Phase 1 design work with vendor on Wi-Fi expansion to outdoor and parking areas of all campuses. This project is geared toward better coverage in outdoor areas, particularly for students who lack reliable internet connectivity, engage in online learning from campus, or choose to congregate in more open spaces.
- Initiated refresh of computing technology in multiple student computer labs on both campuses to ensure students returning to campus have access to up-to-date computing equipment, particularly after nearly two years of equipment aging and sitting idle in many locations.

- Provided support for Foothill College implementation of its own instance of PyraMED for managing health-related records and for the migration of Foothill student data out of the De Anza PyraMED system.
- Finalized implementation of an in-house developed automation process for determining fraudulent student applicants, flagging suspicious applications to expedite review by Financial Aid, and ensuring legitimate students can enroll successfully in open class sections.
- Completed project for deploying Sensus Access software application, which is available to all students and employees and allows automatic conversion of documents into a range of alternate media including audio books (MP3 and DAISY), e-books (EPUB, EPUB3 and Mobi) and digital Braille. The service can also be used to convert inaccessible documents such as image-only PDF files, JPG pictures and Microsoft PowerPoint presentations into more accessible and less tricky formats.
- Recognizing that the shift to virtual learning caused by the pandemic created new equity gaps, the Institutional Research and Planning Office worked with Foothill College and Invoke Learning on a study to track and visualize student engagement across multiple dimensions. The project was featured in the [2022 Educause Horizon Report Data and Analytics Edition](#) under "DEI for Data and Analytics in Practice."

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

- KCI goal - Increase the representation of underrepresented communities within our instructional staff to better mirror the diversity of the state of California, especially the representation of Black instructors. Commit to onboarding at least 3 new instructional staff members who will broaden the diversity of our instructional staff.
  - The MERIT program assistant director is an African American woman who has been the DEI lead in the Richmond Unified School District. The Southern California co-lead is an African American male, who is an educational consultant in the process of completing a doctorate.
  - Worked on equity goals in all our programs and especially addressed the subject with California state achievement educators in our STEAM and MERIT programs. Spent considerable time with our educator participants discussing identity issues.
  - The KCI team studied the book “Grading for Equity” by Joe Feldman and discussed its contents chapter by chapter.
- KCI goal - Increase the diversity of our program participant pool, by attracting educators who come from all areas of the state and represent the dynamic and diverse voices of California students. Commit to partnering with, and providing district specific programs for, at least two school districts.
  - Working with the Franklin McKinley School District and the Santa Clara Unified School District on technology and equity projects. The Franklin McKinley School District is a Title I district. We are also working with Eastside Union High School District with dual enrollment projects continuing over many years. We focus on working both inside the Bay and outside the Bay Area, including the Central Valley, Los Angeles and beyond, with under resourced districts. Our online and blended learning program focuses 75% on underrepresented schools.

## FOOTHILL COLLEGE

### Apprenticeship Division

Submitted an application to the Division of Apprenticeship Standards for a Registered Apprenticeship Program for the Early Childhood Education Department. This application is for Foothill College to be the program sponsor and provide an alternative pathway for Foothill College students to work full-time and receive on-the-job training as they complete their academic goals.

### Business and Social Sciences

- The Philosophy, History, Krause Center for Innovation, and Business departments all went through program review where they looked at their department student success data and strategized how they will each work toward reducing the achievement gap between white and non-white students.
- All departments finished revising their program maps for Guided Pathways, which will help reduce informational barriers for systemically non-dominant student populations.
- The division held several brainstorming sessions about building/rebuilding an inclusive on-campus community in the wake of COVID-19 and is moving forward with plans to open a space where faculty and students can personally connect in a more relaxed atmosphere.
- Faculty participated in Umoja, Honors, Puente, and Mellon Scholars learning communities.

### Family Engagement Institute (FEI)

- Foothill College Noncredit (NCP) 2021-2022
  - K-12 Title I School and Community Partner Sites: Campbell Union School District; Columbia Neighborhood Center (Columbia Middle School); Hispanic Foundation of Silicon Valley (Downtown College Prep; Breakthrough Silicon Valley; KIPP); 49ers Academy (Cesar Chavez Ravenswood Middle School, Menlo Atherton HS); Sunnyvale School District (Lakewood and Vargas)
  - NCP Enrollment: 496 (FQ); 517 (WQ); 290 (SPQ) = 1,303
  - NCP Student Demographics: 96% Latinx; 90% Low-income; 80% Educational attainment of high school diploma or less
- Professional Development - Delivered technical assistance and services in the design and implementation of equity-minded family engagement professional services and information to support undocumented students and families to prepare for college (DACA, CADA, etc.) to:
  - Campbell Union School District staff, teachers, and administrators
  - Hispanic Foundation of Silicon Valley (Breakthrough Silicon Valley, Downtown College Prep, KIPP)
- Foothill UndocuLiaison California Community College Regional Representative
  - Served as coordinator of free immigration legal services for Foothill-De Anza students and staff: Immigration Institute of Bay Area - Sheryl Muñoz-Bergman, Deputy Director IIBA [Immigration Institute of the Bay Area](#): *Betsy, Thanks so much for the invitation to speak with your Foothill students last night! Such a great crowd - over 70 participants!! We are always looking for opportunities to introduce ourselves to the students so they feel like they have a personal connection to our staff and more confidence/motivation to reach out to us for legal services.*

*Please let us know of any upcoming events where we can briefly introduce our services - especially now that we have financial support for DACA and citizenship application fees!*

- Formed the Foothill UndocuCoalition, a group of students, staff, faculty, and administrators across disciplines and representative of the Foothill community with a shared goal to build an undocu-friendly campus culture and institutionalize support for undocumented students and students of mixed-status families.
- Convened and facilitated monthly meetings.
- Curated a toolkit of Undocu resources for Foothill, hard copy and online, and distributed messaging posters campus-wide.
- Undocu Entrepreneurship Project – Strong Workforce
  - Developed curriculum for a series of college noncredit short-term vocational courses called Discover, Develop, Deliver, Design (4D) Connect that focus on supporting the undocumented student community to explore small business ideas, discover talents and strengths, develop a vision, and design a path towards entrepreneurship. The courses provide an overview of business structures, help build the entrepreneur mindset, and prepare students with resources, skills and abilities needed to establish a small business.
- Student Leadership
  - Coordinated and facilitated Foothill First Gen Student Panels at our local high schools: Mountain View-Los Altos High School District (AVID; Spartan Scholars; EL) *“Please let the team at FEI know how grateful we feel to have such lovely, talented and determined students share the zoom room with us. As we debriefed, my students made many connections, asked thoughtful questions and learned a lot about the road ahead.”*
  - FEI Puente Student Leadership Project: FEI and Puente partnered to bring Puente student panels to share college experiences at FEI NCP classes that serve middle and high school first generation, Latinx families. The series was a huge success. The student stories were powerful, and the attendance was strong. More than 250 NCP students and their adolescents participated. The outcomes for attendees were a deeper understanding of college, the inspiration that college is for me, and a stronger connection to the Foothill college pipeline. Outcomes for the student panelists were the opportunity to practice public speaking, reflect on their journey of courage and celebrate their hard work; and give back to their community through their motivational college-going stories.
  - Served as Student Club Advisor for People of the Pacific
- Publication
  - Invited to submit FEI Case Study for a book that is part of a monograph series published by Information Age Publishing, which was initially established by the AERA Family-School-Community partnership SIG. The monograph has a long-tradition of highlighting important topics in family, school, and community engagement: <http://www.infoagepub.com/series/Family-School-Community-Partnership-Issues>. The 2023 volume will focus on supporting educators to build the knowledge, skills, and dispositions essential to meaningfully and equitably engaging families. “We thought that your work at Foothill, much like the blog you authored for NAFSCE earlier this year, would make a perfect fit for a case study.”
    - Authors M. Elena Lopez, Betsy Nikolchev, and Carmen Ponce, coedited by Margaret Caspe and Reyna Hernández, to support educators across the learning pathway - from educator preparation, to induction, through professional learning across their career - to build the knowledge, skills, and dispositions essential to meaningfully and equitably engaging families.

Readers will have an opportunity to learn these competencies through chapters written by leaders in the family, school, and community engagement field (Status in Editor's Review).

- 2022 Santa Clara County Children's Summit
  - Supported the management and tech of the 2022 Santa Clara County Children's Summit, which was attended by more than 300 community leaders. The Children's Summit is an annual convening (15<sup>th</sup> year) hosted by Kids in Common <https://www.kidsincommon.org/> and guided by the Children's Agenda Network. The Santa Clara County Children's Agenda is a county-wide network of public, nonprofit, K-12, higher education, business, philanthropic and community leaders committed to working together to improve outcomes for children, youth and families
- 2022 Hoffmann Exemplary Program Award
  - Awarded the 2022 Glenn Hoffmann Exemplary Program Award by the Santa Clara County School Board in recognition of the equity family engagement work with Campbell Union School District.
  - In addition, received a final surprise award that night, the Kristi Porter Award, given to the most exemplary of the five district recipients of the Hoffmann Award.
- Stanford Graduate School of Education Case Study
  - Collaborated with a research team from Stanford University Graduate School of Education and San Francisco State University Graduate School of Education to understand FEI's practices and impact on the first-generation students, families, communities served through the lens of first generation Latinx Foothill faculty.

### **Fine Arts and Communications**

- Faculty participated in Umoja, Honors, and Mellon Scholars learning communities.
- Faculty participated in Research and Service Learning Symposium (RSLs): mentors, facilitators, volunteers.
- Faculty participated in the Committee on Online Learning, including development of the online equity affirmation.
- Faculty participated in College Curriculum Committee and Division Curriculum Committee conversations on Equity in the Course Outline of record.
- Faculty participated in the On Course Engaging Learners Through Zoom Workshop, hosted by English department.
- Creation of Noncredit Photography (mirrored) curriculum to provide alternate pathway for students.
- Used strategic scheduling to support student choice and enrollment goals.
- Faculty transitioned to low/no-cost textbooks.
- Photography faculty hosted LGBTQ+ History Month event with acclaimed photographer Arthur Tress.
- Photography faculty hosted Asian & Pacific Islander Heritage Month artist talks with Vietnamese American photographer Binh Danh and Renee Billingslea, photographer and mixed-media artist.
- Art History faculty participated in/supported African American History Month.
- Art History faculty participated in the African American Network (AAN) Foothill College: Scholarship Writing Committee.
- Art History lectures and panels supported Heritage Months.
  - Asian Pacific Islander Heritage Month Art History Lecture: How Asian Labor Built the Infrastructure Necessary for American Industrialization.
  - LBGTQI++ Heritage Month: Facilitated an artist talk/conversation with Tricia Rainwater and Alma Leppla, Queer Rain
  - LBGTQIA+ Month: Facilitated an artist talk/conversation with Liz Harvey and Dani Lopez

- Art History faculty participated in Global Educators Network at Stanford University
- Photography faculty served on Board of the Online Learning Consortium (OLC), including as tri-chair of the DEI Taskforce.
- Photography faculty presented at the OLC Innovate Conference: teaching Art remotely for equity.
- Photography faculty presented at Peralta Global Online Equity Conference
- Photography faculty served on PD Committee for PubWest, focusing on expanding voices/opportunities through mentoring and referrals for young professionals.
- Photography faculty presented at Online Learning Conference: Using ArcGIS Story Maps in Project Based Learning in Online Classes
- Faculty presented for Spring Flex Day:
  - Collaborating with Colleagues (code name POOCR)
  - Equitable Innovations: Drawing Live Models on Zoom
  - What if We Had a Positive Robust Online Foothill Workplace Culture/Community?

### **Health Sciences and Horticulture**

- Vet Tech began classes at Elmwood Correctional Facility. Classes were offered in Vet Assisting Certificate program. Foothill Vet Tech faculty member Shae St. Onge Cole taught classes at the correctional facility and will continue to do so in the summer and next academic year.
- Foothill collaborated with De Anza and received a Rising Scholars grant to work with formerly incarcerated students. The grant will support the transition of formerly incarcerated students to enroll in classes at Foothill-De Anza.
- The Science Learning Institute's seminar series, STEM Equity Seminars for Owls, brought scholars from minoritized groups to present seminars to Foothill faculty, staff, and students. Some of the recent speakers included Kellie Ann Jurado, Presidential Assistant Professor in the Microbiology Department at University of Pennsylvania; Dr. Mireille Kamariza, Junior Fellow at Society of Fellows at Harvard, and Dr. Wendy Todd (Smythe), Assistant Professor at the University of Minnesota Duluth.
- The Science Learning Institute hosted STEMathon, a day-long event that centers on bringing Foothill students together to use design-thinking to brainstorm and address issues in STEM at Foothill and beyond. Students participating tackled topics that focus on the lack of diversity, equity, and inclusion in STEM. The event's goals are for students to
  - Learn about the different STEM issues at Foothill and how they affect underrepresented and isolated groups.
  - Collaborate with others and brainstorm different solutions.
  - Build a sense of community and create connections
- SLI hosted Foothill College alumni and community members for a Diversity in STEM panel series to share about their academic and career paths as they navigate issues of diversity at the same time.
- Faculty in the Math department participated in a book club engaging in learning about "Grading for Equity" by Joe Feldman.
- Chemistry and Math departments partnered with the Biology department to cross-list the class Learners Engaged in Advocating for Diversity in Science between the departments. This class will be co-taught by faculty in the different departments.

### **Kinesiology and Athletics**

- Participated in California Community College Athletic Association constitution & bylaw workshops.
- Participated in Title 5 workgroup for curriculum updates and adjustments.

- Faculty and administrators attended Coast Conference Spring Convention.
- Attended AB 928 Kinesiology and Athletics workshop and planning session.
- Participated in California Community College Physical Education, Kinesiology and Dance AB 928 committees to reinstate CSU area E.
- Attended the National Conference on Race and Ethnicity in Higher Education workshop The MIS-Education of the Black Male Student-Athlete.
- Faculty presented for Spring Flex Day.
- Faculty participated in Peer Online Course Review.
- Scheduled on-campus sections to align with Career and Academic Pathways.
- Arranged for Black History month speaker Brian Heat “Creating invincible student athletes on and off the field.”
- Held APAN student athlete workshop.
- Faculty participated in and supported Umoja learning community.
- Held multiple Day on the Hill events for high school senior athletes.

### **Language Arts**

- Xitanx Institute for Teaching and Organizing (XITO) Workshop hosted by Ethnic Studies faculty: Counter-storytelling as a Method for Decolonizing Pedagogy. Cross-divisional/cross-disciplinary participation.
- Revised ETHN4 Intro to Native American Studies for Area F approval.
- ETHN1 (Intro to Ethnic Studies), ETHN2 (Intro to African American Studies), ETHN3 (Intro to Latinx Studies), and ETHN4 (Intro to Asian American Studies) approved for University of California transferability.
- New curriculum written: Intro to Pacific Islands and Oceania Studies and Introduction to Land & Labor.
- Scheduled first Foothill Asian American Studies class (summer quarter) and reached maximum enrollment.
- Faculty collaborated with California community college colleagues on open educational resources Ethnic Studies textbook.
- Reactivated ESL 26, transfer-level freshman composition class for ELL students.
- Offered ENGL1A + ESLL corequisite as AB 705 option.
- Piloted HyFlex sections in ESL to support student access and choice of modality.
- ESL faculty worked with Foothill student Dream Volunteers, service learning in Guatemala.
- ESL Summer Bridge – collaboration with Family Engagement Institute (FEI) for outreach, resulting in 100 students enrolled for summer 22.
- ESL department held retreats focusing on: Bridge to College Curriculum; ESLL26 co-requisite; revisions to ESL Guided Self Placement (GSP); department website.
- Worked on revisions to ESL GSP instrument (AB 705).
- Received California Community Colleges’ Excellence in Placement Award (AB 705).
- Participated in Adult Education Program North Santa Clara County Consortium.
  - Collaborated with Outreach to hire Student Success Specialist for Adult Education.
  - Began discussions/collaboration with Associate Vice President of Workforce on CTE-ESL integration

- Partnered with Fremont Union High School District Adult School/California Adult Education Program (CAEP) Consortium and collaboration with Foothill Child Development faculty to offer ESL for Child Development for CHLD pathway.
- Faculty and staff participated in CAEP consortium workgroups: curriculum alignment, student services, data.
- Commissioned Foothill-De Anza research team to develop Adult Education data dashboard in Precision Campus.
- English faculty collaborated/participated in learning communities: Pre-STEM, Umoja, Puente, Honors (co-coordinators and cohort-specific themed classes in English).
- Faculty participated in Research and Service Leadership Symposium (RSLS): co-coordinator, mentors, facilitators.
- English and ESL Faculty collaborated with Writing and Learning Center (WLC) and Pass the Torch: faculty non-credit coordinators, faculty tutors.
- English Faculty participated in Guided Pathway: Onboarding team co-lead, Staying the Path team co-lead.
- Faculty participated in On Course Engaging Learners Through Zoom Workshop, hosted by English department.
- Title 5 workgroups focused on equity-driven curriculum updates & adjustments
- Faculty participated in online learning equity meetings
- Faculty presented for Spring Flex Day:
  - Year Two: Mindfulness Practices in the Classroom
  - Enhance student engagement in Canvas courses with banners, buttons, and course cards
  - Ticket to Ride: The Evolution and Future of Guided Pathways at Foothill
- Began discussions between Spanish faculty and WLC staff regarding Spanish peer tutoring program, leadership opportunities for native Spanish speakers.
- Began discussions between English faculty and WLC staff regarding Journalism courses and Journalism club to create opportunities for student voice on campus.
- Collaborative discussions held between faculty in Spanish and Ethnic Studies faculty re: cross-disciplinary certificate.
- Began discussions with Japanese faculty regarding community ed courses in Japanese culture, e.g., tea ceremonies in the Japanese Cultural Center (JCC).
- Began collaboration regarding Community Reading Course (English, Library, Office of Equity)
- Collaborated with Instructional Deans for strategic scheduling of on-campus sections aligned with guided pathways program maps.

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

- SLI organized a STEMathon on May 27, 2022, to bring together Foothill students to envision a STEM world at Foothill that was more inclusive and welcoming to all. Students used design thinking to brainstorm projects to solve this problem. About 40 students participated in this event.
- Hosted periodic SLI Advisory Board meeting on May 18, 2022, to share updates and hear experiences from students involved with SLI programs
- STEM Equity Seminars for Owls held a talk on May 20, 2022, with Frank Cascarano and David Marasco about their trip on the SOFIA (NASA flying telescope).



- Supported almost 20 students to present at the Research and Service Learning Symposium, which included student generated projects as well as students who had participated in the winter micro-internship program hosted by SLI.
- Collaborated with Stanford University students to host an in-person panel on May 26, 2022, on the pathway from community college to being researchers at Stanford.
- Held Diversity in STEM panel on May 29, 2022, with individuals in applied math careers who are Foothill College first generation college graduates now in the working world.
- Held collegewide STEM t-shirt contest. The winner was Isabel Wu, a bioengineering student at Foothill.
- Held STEM Division Awards on June 3, 2022, to recognize students nominated by faculty for outstanding efforts and achievement in their classes and also to recognize STEM scholarship awardees.
- Created tentative/proposed schedule of classes for each department in the division and then published them on each department's Foothill website. This is in conjunction with each department's established guided pathways program mappings and supports accessibility to all students planning out their academic courses for the year. Aims to help reduce the amount of time that students need to spend prior to reaching their goals at the college.
- In conjunction with the short timelines induced by AB 705 and AB 1705, the mathematics department fast tracked and created MATH 80 (quantitative reasoning) with a corequisite of MATH 280 (Just-In-Time Support for MATH 80). MATH 80 provides a college level version of the previously created MATH 180 (quantitative reasoning) with extra support. Since colleges are restricted from offering pre-college level mathematics courses, this course helps fill the gap for students that may not have a strong background in mathematics when entering college. The mathematics department has now prioritized exploring creating new classes moving forward such as financial mathematics literacy that serves to offer college level mathematics courses that can serve a wider range of students from all backgrounds.

### **Workforce**

- AVID students are taking Internship courses (ITRN series).
- Held Possible Me Experiential Learning Week focusing on careers in Music, Horticulture, and Financial Literacy Awareness at the Sunnyvale Center for more than 35 students.

### **Guided Pathways**

- The college (with the guidance of our Program Mapping Team) created program maps for 130 degrees and 43 certificates, as well as sorted, named, and described Career and Academic Pathways (CAPs) for and with the help of our students.
- Our Onboarding Team created a more student friendly orientation that is ready to launch for fall quarter 2022. Additionally, they collaborated with the campus community to create helpful videos for navigating the AB 705, English, ESLL, and Math placement processes.
- The Guided Pathways leadership team established a retention focused workgroup called Staying on the Path to aid in the development of a campus retention plan and conduct a landscape analysis of campus support services.
- Staying on the Path completed a pilot of Foothill Connect, which allows faculty to provide timely and direct feedback to students on academic progress in their course(s) while connecting students to campus resources that will help maintain or improve their class standing.

## **Marketing and Outreach**

- Organized and hosted Foothill's first Dual Enrollment Summit for current and prospective high school and adult education dual enrollment partners. Guests networked, reviewed state legislation on dual enrollment, and learned about Foothill's Workforce opportunities.
- Received final Board approval of full website redesign. A key goal will be to increase access to services and information, implement a fully accessible (ADA compliant site), develop a more welcoming interface for students, and improve enrollment and retention. This project will be completed by summer 2023.
- Held 33 Outreach events to support students at local high schools and correctional facilities to facilitate access to career and college programs and support services.
- Hosted over 160 Sequoia High School District students on campus for career and college days. Connected students with Foothill faculty and staff to facilitate a college-going mindset and allow students to better understand Computer Science, Business, Graphic Design, and Horticulture careers and pathways.

## **Student Services**

- Student Affairs Division collaborated with San Jose City and Evergreen Valley colleges to promote COVID-19 vaccination in students' communities by reaching out to them personally to connect them with vaccination options. This effort was primarily focused on communities of color.
- The Counseling Division teamed up with Stanford University Summer Session Program to offer a free 3-unit course for 25 first-generation and low-income students, an investment of more than \$100,000, along with \$25K from the Foundation to offset additional costs.
- The Counseling Division through the Antypas Scholarship Fund awarded \$11K to high-need students and \$4K to students facing financial hardship in the Math Performance Success Program, both efforts supported by the Foundation.



## **DE ANZA COLLEGE – INSTRUCTION**

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

- The Guided Pathway villages sponsored college-wide and village specific events, including:
  - Health and Life Sciences and Physical Sciences and Technology villages hosted LGBTQ+ in STEM panels
  - Social Sciences and Humanities village sponsored Every Voice and Every Heart: Finding Passion in your Major, Life Path, and Career panels
  - Language and Communication village sponsored career planning workshops in the fields of English, Law, Marketing, Development, Tech, and Communication Studies
  - Business and Finance village sponsored career planning workshops for business, finance, and the nonprofit sector
- The Office of Professional Development offered workshops for first-year tenure-track faculty on:
  - Accommodations for Disabilities in the Classroom
  - It's Just Good Andragogy: Culture Responsive Teaching & Cultural Humility in the Classroom

- It's just Good Andragogy: "I have a Student who..." (Emotional Intelligence (EI) in the Classroom)
- It's Just Good Andragogy: Teaching Perspectives Inventory
- The Office of Professional Development conducted cohort programs for faculty on:
  - Anti-Racist Teaching Practitioners Cohort - Second Cohort (Winter)
  - Anti-Racist Tools for Teaching Writing in STEM (Spring)
- The Office of Professional Development offered the following workshops as part of the Faculty Perspectives Series:
  - More than Just Accommodations: Basics of Accessibility in the Classroom and Teaching
  - Practical Ideas for Cross-Disciplinary Approaches in Teaching Our Students About Global Issues
  - Incorporating Mindfulness Techniques in the Classroom
  - The Impact of Applying Mindfulness and Meditation Techniques
  - Small Strategies for Supporting Students with Executive Function Challenges in an Online Environment
- The Office of Professional Development offered the following equity workshops for classified professionals:
  - Cultural Humility as a Pathway to Equity: Introduction to the foundations of cultural humility while creating brave spaces for our colleagues and students. Learn ways to improve your capacity to meet the diverse needs of the community we serve.
  - Leadership Development – Racial Equity Tools: Learn valuable skills and obtain new tools for leading for equity as you participate in committees, shared governance, and leadership positions across campus.
  - Organizational Transformation for Equity: Identify, analyze our programs, practices, and procedures in your area using De Anza's equity framework, lens questions, and rubric.
  - Environmental/Cultural Awareness: Learn and analyze ways to create a more equitable culture in your area and utilizing an equity walk tool and case studies.
  - Equity Journey Continued: Review Equity Certificate 2.0 and provide next steps to continuing your learning to center and lead for equity.
  - commUNITY book club
    - “The Purpose of Power” by Alicia Garza
    - Virtual Group Discussion Topics (Cohort model)
    - Rebellion and Resistance
    - The Meaning of Movement
    - Unity and Solidarity
    - New Movement, New Leadership
    - Voting Can be a Movement

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

- The Health Technologies department participated in the Allied Health Career Panel, which introduced students to careers in the Health Care field.
- We have reached out to our clinical partners in Nursing, Health Technologies, and Medical Laboratory Technician and worked on procuring new clinical sites for student rotations.
- The Nursing department has also collaborated with our clinical sites to increase the number of students in each rotation back to pre-pandemic numbers so that we can address both the need for more nurses as well as accelerate our students' timeline in achieving their academic and career goals.

- The Nursing department applied for and was awarded an Enrollment Growth Grant Award to address student attrition and retention in Nursing.
- Faculty are collaborating and working on the return to campus of Biology and Environmental Science lab classes, while also retaining online tools to enrich the scientific content. This will help meet the ongoing goal of increasing student enrollment, retention and success while also reducing the equity gap.

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

- The Division continues to use data to bring attention to equity gaps and to share best practices among our faculty.
- Expand the non-credit course offering for equity purposes. Success is evident by the significant increase of enrollment in the Real Estate program.
- The Division continues to work with the faculty to utilize the early alert system to promote student success and retention.
- The Division has held events inviting individuals from various industries to talk to students about career and recruiting opportunities for those seeking jobs and/or internships. A partnership was signed with Adobe Systems.
- The Automotive Technology Department submitted a proposal for a baccalaureate degree in Automotive Technology Management at De Anza College. If accepted, this will allow students to obtain a bachelor's degree at a very low cost.
- The Division continues to encourage faculty to return to campus. Significant increase in on-campus classes has been planned for fall 2022.

### **Creative Arts**

- The "One Book, One College, One Community," initiative was brought to fruition through the work of Creative Arts professor Eugene Rodriguez and moved forward to final funding and the commencement of painting the first mural through the Arts on Campus and the Facilities committees in February 2022. The mural was completed by the students using their design and is now a part of the De Anza Campus Center.
- The Art on Campus Committee worked with Rob Mieso, Student Services, the Foothill-De Anza Foundation, and the Cupertino Rotary Club to commission a new mural for the Veterans Resource Center using input from veterans and students. The project is being led by art instructor Julie Hughes. The training of interested veterans is taking place over the summer, and they will join other art students to begin the creation of the mural this Fall 2022.
- The Ceramics and Sculpture programs within the Art Department began the process of lifting fees and provided student clay and building materials for free during the 2021-22 academic year. In the coming academic year, both programs will work to make this change permanent.
- The division worked with the Wil Byars in the Library to provide textbooks available to loan for every Creative Arts Division class that uses them.
- The Music Department updated several instruments available for loan to those students who cannot afford their own. This helped broadened the range of instruments available, with the goal of providing them on loan for free no matter which instrument they choose to learn.

- The Film/TV Department updated its equipment for loan, providing updated technology that students could not be expected to afford on their own. This makes them better trained, more competitive, and ready for work in the field.
- Thanks to the assistance of the district and ETS, students in Film/TV, Photography, and Graphic Design continue to be supplied with free Adobe software for class use despite the cessation of HEERF funding.

### **Equity and Engagement Division**

- Completed the year-long campus-wide “One Book, One College, One Community” project with the following events:
  - A Student Winter Showcase was held to center student voices through creative student presentations on the theme of “Racial Justice and the Crisis of Democracy.
  - In celebration of Women’s History Month, “Latinas in Politics: Challenging Narratives of Belonging & Inclusion was held calling our community to action and engagement.
  - To close the year with the project, the First Year Experience and other learning communities hosted an online screening and conversation with the makers of “We Still Here.” The film is about youth in Puerto Rico, their efforts to rebuild their community after Hurricane Maria, and their journey to protest in Washington, D.C.
- In preparation for the 2022 Student Equity Plan 2.0 to be submitted fall 2022, the dean of Equity & Engagement along with the Institutional Research & Planning staff attended several webinars and created a presentation identifying metrics and data to assist with implementation of the plan. The presentation was shared at a deans meeting with the vice presidents of Instruction and Student Services.
- The Equity Action Council (EAC) held a retreat in January to discuss the purpose and mission of EAC by reviewing strengths, weaknesses, opportunities, threats/challenges (SWOT), host an Equity Core Team panel and a shared governance proposal presentation, and the next steps for the reimagined Student Equity Plan.
- The Equity Plan Reimagined reflects feedback gathered in spring 2021 from shared governance groups and the strategic planning sessions held in spring 2022. It was approved by College Council on May 19, 2022, and will provide guidance on the development of a new Student Equity Plan in the fall.
- Implementation of the Title III Strengthening Institutions Program (SIP) federal grant began with confirmation of Project Director Lydia Hearn. A Steering Committee was established, and hiring committees for two grant funded positions were confirmed. The project director organized and hosted a Partners in Learning Conference along with the Guided Pathways leadership. Plans are now underway to expand Summer Bridge with a new STEM cohort.
- De Anza College joined the California Community College Racial Equity Leadership Alliance. Monthly e-convenings are held and hosted by USC Race and Equity Center, and several EAC members and Office of Equity staff have been in attendance.
- The Vasconcellos Institute for Democracy in Action (VIDA) and HEFAS (Higher Education for AB540 Students) joined the Silicon Valley Community Foundation’s LatinXCEL Cohort collaborating with several community organizations in the Bay Area to share resources, programming ideas, capacity building, and funding opportunities.
- Identified physical space for our new Pride Center, and preparations are underway for a fall quarter 2022 opening. Completed the hiring process for our new faculty coordinator, Pride Center.

- Received LGBTQ+ funding from the state to help support the creation of Pride Center and programming. Outcomes will be documented in CCC NOVA reporting system.
- The Equity Action Council awarded the Courageous Heart Award to our California School Employees Association union. A special category was created to recognize and uplift our essential workers during the pandemic. During this unprecedented time, our essential workers continued to be on campus and supported our community, and the award was created to spotlight their courage and heart.
- VIDA Program Coordinator Angelica Esquivel was invited to participate in the Campus Compact's Community Colleges for Democracy Retreat in May 2022 at Red Rock Community College in Colorado. The goal of the retreat was to convene leaders to engage in a conversation on the unique role of community colleges committed to community-based teaching, challenges, and opportunities.
- Puente and Umoja coordinators/counselors Liliana Rivera and Maurice Canyon were panelists at the California Community College Counselors Conference and presented on Counseling Black & Brown Scholars. The session focused on how to provide equitable and social justice informed transfer counseling support for students of color. The session included best practices from a Puente and Umoja perspective that can be utilized when working with all students.
- In partnership with HEFAS and the STEM Success Program along with a Silicon Valley Community Foundations LatinXCEL grant, an UndocuSTEM cohort of 30 students was created. Through the grant, the HEFAS Office was able to hire student interns to assist with the recruitment of the cohort and planning and moderating of our first ever UndocuSTEM Student Conference. In addition, they provided tutoring support and science supplies and equipment needed for STEM students.
- The Latinx Empowerment at De Anza (LEAD) program in collaboration with the De Anza Latinx Association (DALA) hosted "La Cultura Cura: A Series of Latinx focused Practices & Talks around Mental Health for students and staff. LEAD also held its first end of the year celebration (Despedida) honoring its first group of transferring students who have served as mentors and terrific role models to the current cohort.
- De Anza College is an Asian & Pacific Islander American (APIA) Scholars institution partner. APIA Scholars is a national non-profit organization dedicated to academic, personal, and professional success of Asian and Pacific Islander Americans. Each year they offer numerous scholarships, and some are multi-year scholarships. This year, our IMPACT AAPI coordinator/counselor Amy Wang coordinated the scholarship effort for our campus and five students were awarded scholarships ranging from \$2,500 to \$5,000. Students were recognized at a scholarship event hosted by APASA in May.
- Our cohort programs, First Year Experience (FYE), LEAD, IMPACT AAPI, Puente and Umoja, all transitioned this year to a hybrid model of instruction and counseling with at least one day a week in person on campus. From fall 2021 through winter 2022, the programs reported an 80% or higher success rate in their English Writing course and other general education courses. The cohort programs also held the first "Friendship Games" at a local park in Cupertino as a way to promote community and building bridges across race and ethnic communities fostering a multicultural and inclusive community at De Anza.
- The Office of Equity, Social Justice & Multicultural Education faculty director led a Jewish Inclusion and Anti-Semitism Community Education Summit during winter quarter. The monthlong summit consisted of virtual events with talks and workshops centering Jewish inclusion. The faculty director also organized Jewish Heritage Month events in May with various speakers, performers, and a film screening.

- The dean of Equity & Engagement served as the De Anza point of contact for the 2022 Black Student Success Week and disseminated information for the week-long webinars. Our Umoja program in celebration of Black Student Success Week highlighted a De Anza Umoja student for everyday of the week on the campus website. In addition, Umoja in collaboration with the Transfer Center, hosted an HBCU Transfer Guarantee Workshop as part of our week's activities. As a follow up to the week's events, EAC included a segment of one of the webinars to the agenda and lead a fruitful discussion on Black student transfer rates.
- This year's Queer & Now Conference focused on intersectional identities, inclusive communities, and the politics of play. Keynote speaker Layisha Clarendon, a WNBA player and LGBTQ+ activist, kicked off the event with a powerful and engaging conversation.
- Over \$12,000 in De Anza scholarships were awarded to FYE, Umoja, Puente, IMPACT AAPI and Lavender Grad students this spring.

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

- Hosted two Guided Pathways villages events, one with the Social Sciences and Humanities (SSH) Division featuring a panel of speakers including faculty from the IIS and SSH divisions, on how students can get involved with the community. The second event was a world languages game night. The purpose of that event was to help students understand how languages play a role in community.
- IIS program review included a data analysis on where the equity gaps are in the IIS division. The success rates were significantly lower in online classes compared to in-person classes especially for historically underrepresented students of color. The IIS division will use this data to create a plan on how to improve in these areas.
- Five more Ethnic Studies courses were approved for CSU GE Area F – Ethnic Studies, commencing Fall 2022. There is at least one course in each of the four racialized groups approved for CSU GE Area F.
- At a division meeting, faculty discussed AB 928 and how to prepare when the law goes into effect. World Languages faculty have already created seven new language certificates, which were approved by the state, effective fall 2022. Ethnic Studies and Women's, Gender and Sexuality Studies faculty will write new transfer degrees/certificates when C-ID approves the transfer model curriculum.
- Hired a new adjunct faculty member to teach Persian 1, which has not been taught in more than two years.

### **Language Arts**

- Our English Performance Success counselors have conducted multiple outreach visits and presentations in our partner adult school classrooms.
- English Performance Success counselors presented about our student needs and program.
- English Department Preparation Assistance Growth and Equity (PAGE) held a workshop to support students through the Customized Support Activities at the WRC (Writing and Reading Center) centering on addressing gaps in students' earlier education to support students' success in college writing, reading, and study skills.
- Faculty held equity-minded English majors workshop in collaboration with the Guided Pathways Language and Communication Village.
- English Department participated in AB 705 Friday meetings in collaboration with math, counseling, assessment, articulation, and registration experts to best support students.
- All departments held equity-centered flex day meetings and workshops to support student needs.

- Communication Studies held monthly department meetings with a standing agenda item on "What's Working/What's Not/What can be Improved" to create equitable practices and strategic planning for enrollment and retention.
- Faculty held equity-minded workshop in collaboration with Villages for Communication Studies majors (and interested majors) on Certificates, Degrees, and Writing a Specialty Area Proposal.

### **Physical Education and Athletics**

- The Athletic Department completed a successful Coast Conference program review, which included a self-study, team site visit (Feb. 28), and 12-page final report. The review team interviewed coaches, staff, students, and administrators, including President Lloyd Holmes and Vice President of Instruction Christina Espinosa-Pieb. The report cited several commendations including “De Anza has demonstrated great effort for academic support and success through the academic support initiatives; There seems to be a genuine student-athlete centered approach to academic advising/counseling with the focus being on academic success and transfer.”
- Athletics counselor Louise Ortiz and academic advisor Jovanah Arrington worked closely with Retention Services regarding Early Alert reports, reviewing data to improve support services for students struggling academically or facing hardships.
- Invited Shelby Booker, the program director of the Covenant House California, to speak at the May 4, 2022, division meeting to share information about their transitional housing program for young adults aged 18-24 who are experiencing homelessness. The program is currently assisting students in our area.
- Division Dean Eric Mendoza and Director of Athletics & Student-Success Ron Hannon attended the De Anza Commission meeting on May 12, 2022, to present information on athletic department highlights, including Football Academic Success Team (FAST) and Reading, English, Athletics, Counseling and Humanities (REACH) cohorts.
- Collaborated with the Women, Gender, and Sexuality Center (WGSC) for the 7<sup>th</sup> Annual Queer & Now Conference on May 23, 2022. De Anza student-athletes and staff members joined keynote speaker Layshia Clarendon, WNBA player and LGBTQ+ activist, for a panel discussion.
- Student-Athlete Advisory Council President Tammy Dinh, in partnership with the Football Academic Success Team and FAST Coordinator Joe D’Agostino, hosted Zoom workshops for each sports team to assist student-athletes that needed financial assistance with the Emergency Cash Grant Applications. This process resulted in \$180,000+ in financial aid/basic need funding to students in the department.
- Kinesiology Division is participating in the “Packaged Scheduling” model for the fall 2022 term as part of Guided Pathways efforts to streamline on-campus course offerings. PE/Athletics ranks among the top divisions offering face-to-face classes in the model.
- Continued partnership with the Umoja and AAPI programs to improve student-athlete access to these learning communities and events.
- Continued partnership with Psychological Services to provide the Student-Athlete Support Group for the academic year. In addition to the support group, the partnership has opened the door to adjust how students are introduced to Psychological Services. This is done by having a therapist join an appointment with the athletic counselor and student-athlete to discuss what the student can expect in their first session and ask any initial questions they may have.
- Division Dean Eric Mendoza was selected as the Coast Conference representative to serve on the California Community College Athletic Association’s Equity & Inclusion Committee.



- Department celebrated another successful year with its first Academic & Athletic Achievement Awards ceremony in the Visual and Performing Arts Center on June 16, 2022, recognizing the top student-athletes and programs for 2021-22.

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

- Math Performance Success (MPS) program distributed calculators and course readers on campus to students.
- PSME division collaborated with the Physical Sciences and Technology Village on Enrollment Day and other ongoing initiatives.
- Used instructional equipment funding to order new and replacement equipment for mathematics, physics, chemistry, and meteorology departments.
- Purchased access codes for future students in MPS program.
- Hired three highly qualified and equity-minded tenured track faculty for mathematics, physics, and astronomy.

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

- During the winter and spring quarters, in addition to MOMENTUM, Peer Assisted Learning, and Student Voices, we have implemented the Conversation, Application, and Reflection (CAR) program.
- Peer Assisted Learning (PAL) is a pilot program in the Social Sciences and Humanities Division. It's based on research that shows students who receive supplemental instruction or individual tutoring are more likely to successfully complete their courses. Peer Assistant Leader (PAL) tutors serve as a liaison between students and instructors. They offer support in a non-intimidating setting and can help students learn new or difficult material, while helping instructors gain a better understanding of students' needs. The PAL program offers peer support and tutoring for students in selected classes in three ways:
  - Supplemental instruction: Specially trained students host regular study sessions for their peers outside class, using collaborative methods to ensure interaction.
  - In-class tutoring: Trained peer tutors are available to assist fellow students during class.
  - Peer academic coaching: Peer tutors work one-on-one with individual students throughout the quarter.
- Conversation, Application, and Reflection (CAR) is a division faculty reading club where topics learned from assigned books/materials are unpacked in order to apply in teaching practices across the division disciplines. It is a peer-led space to imagine, reflect, and share possibilities to diversify aspects of creativity, intentionality of equity practices, and increase ways to contribute positively to teaching and learning. CAR is a club to improve faculty's awareness in order to deliver high quality services to our students.
- The SSH Equity Core Team facilitated a Student Voices event run mainly by SSH Student Leaders or those students enrolled in the LEAD Program. The topic was mental health, return to campus, and students' interest in course scheduling.
- MOMENTUM is a weekly community talk series structured in a space of conversation about a particular topic across SSH academic disciplines, which highlights the speaker's professional expertise, life experience, scholarship, or local/global journeys. The space serves as a way to explore deeper dive conversations about the topic and how that may align towards the application of diversity, equity, inclusion, and belonging into our daily practices in the workplace or in our personal lives. MOMENTUM attracts students, faculty, staff, administrators, and local and national community

members as its captured audience. This past spring, we paused on the series in order to rethink how we will deliver the same content in the future as we return to campus.

- During our Spring Flex Days, the SSH conducted three sessions:
  - SSH Guiding Principles for Return to Campus
    - This session was led by SSH Dean Elvin Ramos. A powerful discussion about the professional and personal priorities coming up for many of us as we face the requirements to return to our beautiful campus post deep pandemic. How should we use these guiding principles as we agree upon our commitment to our student, equity work, scheduling, our workspace, and those concerns yet to be resolved.
  - SSH Fast Forward
    - This session was led by instructors Nicky Yuen, Derrick Felton, Sal Breiter, and Ravjeet Singh. The hour included reflective practices, strategy talk, creating resources requests, and reimagining the needs of our division in the next eight years. Where do we go from here and what kind of investments are needed to grow our programs and division in the lens of equity?
  - VILLAGE VOICE: The Power of Learning Communities
    - This session was led by instructors Steve Nava, Lori Clinchard, and Jayanti Roy. What types of learning communities or communities of practice can we implement in our division? How can we advance what we have thus far and how can we implement for the future to help shape enrollment in our areas?
- In the past couple of months, SSH has been working diligently to integrate our DEI activities with our Social Sciences and Humanities Village (Guided Pathways) giving students, faculty, and staff an opportunity to provide ideas on how to fully create a welcoming and inclusive village for all. Our goal moving forward is to align our current equity and division work to building the efforts of SSH Villages and the overall Guided Pathways.

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

### **General Counseling**

- Counseling faculty and staff continued to offer flexible hours (both online and in-person) for winter and spring quarters to reflect the needs of the students, especially those working to support themselves and their families during the pandemic while paying higher rent and gas prices.
- The Retention Team had continued success with reaching out to students who were on probation status and offering them support services such as counseling, financial aid information and referrals, tutoring, etc.
- The dean of Counseling/Retention Program has now fully implemented an Early Alert service as part of the Retention Program with faculty connecting with the Retention Team to let them know to reach out to the student to give them assistance.
  - This initiative gives faculty a platform (through SARS) to report students who are having difficulty in class and connect them with counseling and student support services in a timely manner.
  - The Retention Team then follows up on the faculty's report by contacting the student and pairing them with a general counselor or their embedded counselor for assistance.
- Transfer workshops continued to be offered directly to programs such as Umoja, Men of Color, Puente, EOPS, etc. to help ensure interest in transferring and the development of a transfer plan.
- Transfer Center also had a successful online Transfer Fair in the winter for international students.

- The Transfer counselors had a well-attended Transfer Celebration at the end of the spring 2022 quarter in which many of our historically disadvantaged students were recognized for their efforts in transferring as well as celebrated for their accomplishments.
- The Counseling Division continued to attend and engage in professional development activities, workshops, and conferences with topics that included equity awareness and implementation.

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

- Tutoring provided continued support for in-person and online tutorial services to DSPS students.
- DSPS is in the process of hiring a Mobility Cart Driver for students who rely on the service.
- Due to its continued success, the DSPS Support Group will now be ongoing for DSPS students who have especially struggled with taking classes remotely and feeling anxiety/depression due to COVID-19, etc.
- Deaf/Hard of Hearing Services (DHHS) continued to offer support both remotely and for in-person for both captioning and interpreting services. Continued to assist students who were navigating the DHHS technology.
- Adapted Physical Education (APE) and Hope increased enrollment as students wanted to come back for in-person classes. Due to demand, we are hiring a full-time APE instructional assistant to help for PE 13 and the pool classes.
- Each faculty and staff in the division continued to attend and engage in professional development activities, workshops, and conferences with topics that included equity awareness and implementation.

### **Enrollment Services**

- Admissions & Records
  - Continued implementation of COVID-19 impacted term policies
  - Pass/No Pass grade mode change deadline extended to the end of the quarter
  - Excused Withdrawal (EW grade) petition deadline removed
  - Admissions & Records Virtual Help Desk by Zoom
  - In-person servicing students via appointments and walk-up in all areas of Enrollment Services
  - COVID-19 vaccination policy endorsement and automation
  - More Adobe Sign forms were created including other departments in Student Services
  - Evaluation of Admissions & Records services by the Council for the Advancement of Standards (CAS) for Higher Education
- Assessment Center
  - Online English, English as a Second Language (ESL) and math assessments
  - AB705 and AB1805 mandates: assessing students for English and math courses placement by US high school data information or by guided self-placement assessment surveys.
  - Reviewing, evaluating, and improving online ESL assessment, placement messaging and processes.
    - Piloting U.S. high school grade point average (GPA) assessment for optional ESL course placements for English learners
    - Reenvisioning the local online ESL assessment as an ESL Guided self-placement assessment with the ESL assessment
  - Online Science exam

- Evaluation of Assessment Center services by the Council for the Advancement of Standards (CAS) for Higher Education
- Evaluations Department
  - Offering students digital copies of their diplomas and certificates thru Parchment beginning summer 2021
  - Developing a new online prerequisite clearance process utilizing Form Flow
  - Developing a new online IGETC & GE Breadth request process utilizing Form Flow
  - Noncredit Classes
    - Developed reports to award noncredit certificates
    - Developing templates for noncredit certification
    - New Adobe Sign Student Form for Noncredit Transcript request
    - Developing template for noncredit transcripts
    - Developing procedures to distribute and store noncredit certificates and transcripts
- Office of Outreach
  - Drop-ins are two days a week to help students who need immediate help
  - Help desk two days a week for non-counseling questions
  - Promise Tuesdays - Workshops (ed plans, financial aid applications, student engagement)
  - MC2 Thursdays - Workshops (ed plans, check-in's, transfer applications, quest speakers)
  - Enrollment Day (800 participants)
  - Flow Learning community (25 students)
  - Rock the School Bells (100 students)
  - Outreach presentations
  - Application, Orientation, and Ed Plan workshops at the local high schools (34)
  - New student orientations
  - Tuesdays virtual
  - Thursdays in-person
  - Promise virtual graduation ceremony
- Food Pantry
  - Mobile food pantry every 2nd and 4th Tuesday
  - Grocery gift cards
  - CalFresh counseling
  - Grocery Rescue partnership with 99 Ranch
  - Basic Needs Center: new location identified, new center naming process using student input started, space layout being defined, testing of MIS data reporting processes
  - Memorandum of understanding to become official Second Harvest Food Pantry partner signed
  - Total visits to the campus pantry: 1,804
  - Unique campus pantry users: 358
  - Total gift cards distributed: 1,038 \$25 gift cards, 320 \$50 gift cards
  - Unique gift card users: 182
  - Unique users across both services: 336
  - Classroom and program presentations: 6
    - Number of students served in presentations: 238

- Housing requests processed:
  - Total requests for housing support: 54
  - Total number of Cupertino housing requests: 54
  - Total grants distributed: 0 grants
  
- Veteran Services
  - Santa Clara County Veteran Services
    - Hosting a Veterans Day Celebration outreach event
    - Sent out to De Anza Veteran community
    - Winter 2022 and spring 2022 virtual meeting with veteran students, drop-in session with three counselors available for two-hour block of time
  - Peer Advisors for Veteran Education (PAVE)
    - Application submitted to become a PAVE partner campus
    - PAVE is a peer support program that connects incoming student veterans on college campuses with student veterans who are trained as peer advisors who can help veterans navigate college life, address challenges they may face, refer them to appropriate resources on and off-campus, and provide ongoing support. PAVE is currently on 46 campuses nationwide. The PAVE National Team provides technical assistance to each school, sharing best practices from the field and facilitating communication among partner campuses
  - Student Veterans of America (SVA), De Anza Chapter 2 Reactivation
    - De Anza Veterans Resource Center (VRC) reached out to the currently enrolled veteran population asking for students' interest in reactivating/continuing a Student Veterans of America De Anza Chapter 2.
    - Response from students incredible with a showing of strong veteran leadership that has taken on the task of reactivating the De Anza Student Veteran Association beginning with the summer 2022 term
    - In the process of working with SVA and De Anza on next steps.
  - VRC Mural Project 2022
    - De Anza art and veteran students collaborate with leadership from Art and Veteran Services faculty/staff and input from Cupertino Rotary
    - Ehren Tool, a local artist and military veteran, has agreed to hold a workshop with De Anza veterans and Cupertino Rotary members during the summer 2022 quarter
    - Faculty member Julie Hughes will work in consultation with veteran students to arrive at three potential designs
    - Committee representative(s) and faculty member presents the three designs to the Cupertino Rotary for their input, and the Art on Campus committee decides on the final design
  - Veterans Graduation Webpage 2021/2022 Graduates & Transfers
    - A new page design to highlight the veteran population and their achieved goals. Each student has their own message to the campus community.

### **Financial Aid**

- In-person office hours Monday through Thursday, 9:00 a.m. to 5:00 p.m.
- Set aside book voucher funds for Retention/Early Alert, Umoja, Men of Color, Puente, and EPS utilizing HEERFII Funds

- Awarded remainder of HEERFII funds and Early Action Emergency Funds to students with a FAFSA/CADAA on file who are Promise grant and Pell grant eligible to ensure we are able to get funds to our students in a timely manner.
- Began awarding HEERIII funds and made the decision to carryforward any unused funds into the 2022-23 academic year to ensure we can assist students in need.
- Continued awarding to students who have submitted applications for emergency funds.
- Scholarships were awarded and paid to students.
- Continued offering drop-in virtual appointments Monday/Wednesday from 10:00 a.m. - 1:00 p.m., Tuesday/Thursday from 2:00 p.m. - 5:00 p.m. and added Friday 9:00 a.m. - 1:00 p.m.
- Continued offering financial aid workshops throughout the quarter on different topics and participating in the Cash for College Workshops with CALSoap
- Several staff attended the California Community Colleges Student Financial Aid Administrators Association conference along with other webinars offered for professional development with topics that included equity awareness and implementation.
- Continued participation on the Equity Action Council and the Educational Justice for Undocumented Students Advisory Committee.
- Offered students with outstanding balances who have ceased attending the opportunity to submit an application for emergency funds to cover the balance.
- Worked with ETS to create a report to review student accounts prior to the drop for non-payment date in order to ensure students receive their promise grants and other financial aid and to reach out if documents are missing.

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

- College Life
  - The Office of College Life implemented a Flea Market reservation and payment system to improve Flea Market operations as a part of the reopening process. This will enable the market to generate revenue to fund resources for low-income students.
  - De Anza Associated Student Government organized several events to provide information to De Anza students on topics such as basic needs services and resources offered on campus.
  - College Life administered the Valley Transportation Authority (VTA) SmartPass to provide low-income students with affordable VTA transit access.
- Extended Opportunity Programs and Services (EOPS)
  - EOPS provided resources for basic needs including electronic gift cards for students to purchase groceries, gas, and personal hygiene products.
  - Provided funds for educational needs including books, school supplies, wireless hot spots, and computers.
  - EOPS set-up and provided students with the ability to schedule appointments online and meet with a counselor virtually to discuss educational planning, academic progress, transfer, and graduation. This reduced student transportation costs in consideration of high gas prices.
  - EOPS organized drive-by events to provide backpacks and other school supplies to students.
  - EOPS Program student participants are all low-income and academically disadvantaged students. At the conclusion of the academic year, 140 students received their AA/AS degrees and approximately 120 students transferred to four-year universities.

- The Student Development and EOPS Division is working collaboratively with the Guided Pathways Student Ready Response Team to improve the academic outcomes (retention and success) of Foster Youth/Youth-in-Care at De Anza College.
- Health Services
  - Health Services integrated and implemented the vaccination records module in the PyraMED Electronic Medical Record (EMR) system for monitoring COVID-19 vaccinations and exemption testing requirements for De Anza, Foothill, and Central Services.
  - The student health services staff organized free weekly drive-through COVID-19 testing beginning in the winter 2022 quarter.
  - Health Services also provided virtual clinic appointments for students and provided COVID-19 home test kits to registered students who have limited access to health care.
  - Worked collaboratively with Marketing, Enrollment Services, ETS, Athletics and the Nursing program to address COVID-19 safety and attendance requirements for on campus classes and activities.
- Occupational Training Institute (OTI)
  - CalWORKs, in collaboration with Santa Clara County, purchased computers and various Wi-Fi services and provided additional funding for food, housing assistance, and other basic needs.
  - The CompTechS Program, which provides local companies with a socially responsible means of computer recycling, provided computers to low-income De Anza students.
  - OTI program trained and placed low-income students from diverse backgrounds into internships with Silicon Valley high-tech companies.
- Psychological Services
  - Implemented the Equity in Mental Health Framework to ensure equitable and culturally relevant mental health services to De Anza College students.
    - The department also worked in collaboration with Foothill College to provide various informational workshops, outreach events and stigma reduction activities.
  - Provided individual and group therapy to De Anza Students via Zoom and in person.
  - Conducted the Healthy Minds national study to gain valuable insights into the mental health needs of De Anza Students.
  - Currently implementing TimelyMD to provide free 24/7 crisis counseling and scheduled counseling sessions with licensed mental health professionals.
  - De Anza Psychological Services held a Mental Health Awareness Week in collaboration with Foothill (May 9-13, 2022).

## OFFICE OF COMMUNICATIONS

### CAN/DID Inclusion Series

- Launched a new miniseries called “[Personal Stories](#)” to share personal experiences and insights from members of the De Anza community, beginning with 18 videos featuring Black students, faculty members and classified professionals in honor of Black History Month in February.
- Posted and published several TikToks/Reels honoring contributions of women during [Women’s History Month](#) in March.

- Released five more Personal Stories videos featuring members of the De Anza AAPI community during May to honor Asian Pacific American Heritage Month.
  - Also published TikToks/Reels highlighting [accomplishments by Asian Americans](#)
- Released two new CAN/DID videos featuring members of De Anza's LGBTQ+ community in conjunction with Pride Month in June.

#### Enrollment Day

- Helped plan [Enrollment Day](#) event, which provided direct access to student services and introduced prospective students to Guided Pathways Villages.

#### Website

- Updated website search function to display suggested results when an exact page cannot be found instead of a "Content not found" screen, providing better access to desired information.
- Created new website pages with data and other resources for [collegewide strategic planning process](#), which focused extensively on college equity goals.
- Produced new website pages for California History Center's [Witnessing History series](#), which shares first-hand stories from participants in the struggle for civil rights in America.
- Updated webpages for [noncredit programs](#) that offer tuition-free classes in English as a Second Language, Auto Tech, Computer Information Systems, Photography and Real Estate.
- Supported Outreach Office by producing new website for [Rising Scholars program](#), which serves students and prospective students who have been incarcerated or had other contacts with the justice system.
- Developed new website for [Chicanx and Latinx Studies](#), which has been reconstituted as a new program in the ISS Division.

#### Social media

- Regularly promoted [Mobile Food Pantry](#) and other resources on De Anza College official social media accounts to ensure students are aware of available help with basic needs.
- [Promoted voter registration and participation](#) in the 2022 California Primary
  - Included information about where to find the official ballot drop box on campus to support easier access to voting
  - Promoted an updated De Anza Votes webpage on social media and via email. The page (and email) provided information about deadlines for registering, location of ballot drop box on campus and other important voter information.

#### Emails and internal communications

- Continued to send [Quick Notes newsletter](#) to students, faculty and staff during winter and spring quarters, keeping the college community apprised of timely information, events and resources.
- Regularly posted messages and announcements for students, faculty and staff in [MyPortal](#) as another means of getting important information to the college community.
- Supported the English as a Second Language program in emailing students about special Bookstore credits available through a donation to the Foothill-De Anza Foundation.
- Supported the Office of Institutional Research with webpage and emails for conducting [survey](#) and [focus groups](#) to assess needs of LGBTQ+ students.



- Supported Enrollment Services with an [email](#) to students who did not return for winter quarter, informing them about resources available for those who return in spring.
- Supported Financial Aid office with webform and email to students about funds available to help students who did not attend in spring because of unpaid fees.
- Supported the Office of Institutional Research with [emails](#) asking students to participate in a survey about food, housing and other basic needs.

#### Graduation

- Coordinated with Financial Aid to provide financial assistance to students who were unable to afford grad kits.
- Supported affinity groups (BFSA and DALA) in emailing students, updating webpages and producing printed programs for Black Graduation and Latinx Graduation.

#### Other activities

- Regularly updated [Guide to the Quarter page](#) with helpful information and tips for students.
- Supported access to [COVID-19 testing](#) (offered by Health Services) by promoting the service in Quick Notes emails and MyPortal announcements.
- Produced additional directional and informational signage on student services for the campus to help new students successfully reach student services areas.
- Provided editing and design support for production of the “Equity Plan Reimagined” document, which will guide development of the college’s next Student Equity Plan.
- Assisted the Adapted Physical Education program in developing a new brochure to promote physical education courses for students with disabilities.

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



FOOTHILL-DE ANZA  
Community College District

### **CENTRAL SERVICES**

#### **Chancellor’s Office**

The newly hired senior advisor to the chancellor is working with the executive director of institutional research to plan the first Board discussion of a subset of the following metrics:

- College Promise Grant recipients
- Pell Grant recipients
- AB 540 students
- Associate degrees and credit certificates
- Four-year college and university transfers
- Completers of transfer-level math and English within their first year
- Completers of nine or more career education units
- Alumni who have attained the regional living wage

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



**FOOTHILL-DE ANZA**  
Community College District

#### **CENTRAL SERVICES**

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

- On behalf of the district, signed letters of support for all state and federal legislation aimed at addressing financial aid inadequacy, food and housing insecurity, mental health needs, and broadband availability/reliability/affordability.
- Continued to support the progress of the educator housing program in Palo Alto.
- Explored student/employee housing possibilities in Mountain View, Marina Plaza in Cupertino, and several other opportunities presented for our consideration.
- Held a districtwide professional development day in April with the theme "Mental Health for Us, Our Students, and Our Community."

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

- ETS completed the Single Sign-On (SSO) configuration for use of the TimelyMD telehealth platform to support De Anza College Health Services. The platform will provide students with 24/7 Crisis Intervention Services, additional scheduled counseling appointments with culturally/ethnically diverse mental health providers, and basic needs support and referral services.

##### **Krause Center for Innovation**

KCI goal - Work with our educators on social emotional and mental health needs in our various programs, both for personal social and emotional learning (SEL) needs as well as working with students.

- This is incorporated within MERIT and our other programs. We held an SEL symposium for educators at the KCI earlier this year with breakout sessions on various mental health activities and needs.
- Mental health has also been a focus for the Mountain View/Los Altos/Los Altos Hills Challenge Team this past year, which is chaired by Gay Krause from the KCI. We have had many sessions regarding mental health from Foothill students, high school and middle school students, as well as Community Health Awareness Council counselors.

#### **4. Explore alternative models for campus safety and set clear expectations for law enforcement on campus. (Board Priorities 1, 3, 4)**



**FOOTHILL-DE ANZA**  
Community College District

### **CENTRAL SERVICES**

#### **Business Services**

- Established the Police Chief's Advisory Committee (PCAC), a formal participatory governance group reporting to the Chancellor's Advisory Council.
- The consultant hired in summer 2021 continues to assist the Police Department with communications and training needs and to improve relations with internal and external constituency groups.
- The Police Department continues to develop the department's website for increased ease of use and to add requested information, including a police blotter and greater transparency for the complaint process.
- The Police Department offered two days of free training on May 24 and May 25. The training was administered by Peace Officer's Standards and Training Certified (P.O.S.T.) instructors regarding the topic "Implicit Bias, Racial Profiling, Procedural Justice, Cultural Diversity" to college administrators, faculty, staff, members of the Police Chief's Advisory Committee.

#### Course Description:

The Principled Policing approach emphasizes the tenets of 1. Show respect, 2. Give Voice (listening), 3. Be neutral and 4. Build trust (Procedural Justice) while also addressing the common implicit biases that can be barriers to these approaches (Implicit Bias can compromise our community banks and can compromise our officer safety). Law enforcement can improve trust and relationships between agencies and their communities by using these principles to evaluate their policies, procedures, and training within their departments. In addition, developing an understanding of these two concepts will enable law enforcement to improve safety and well-being for the public and law enforcement officers alike. The course covers instruction in "Principled Policing: Procedural Justice & Implicit Bias".

#### **Office of Human Resources**

The unanticipated workload and loss of key personnel in Human Resources interrupted work on exploring alternative models for campus safety that was just about to begin in 2021 with the identification of a consultant. Human Resources is currently focused on filling vacancies and addressing key functions such as negotiations, backpay implementation, litigation, and Public Records Act requests.

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### **BOARD PRIORITIES 2021-22**

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

make sure the Board receives appropriate recommendations when review and approval by the Board are necessary.

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

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

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