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Respondent

22 Maritza Arreola

39:48

Time to complete

Program Information

1. Program or DASG Account Name: *

Mentors@De Anza

2. Is this a new DASG account? *

Yes

No

3. Please enter your DASG Account Number: *

41-56585

Line Items (Object Codes)

DASG Accounts and Funding are divided into Line Items representing specific categories of usage (salary, supplies, food, services, etc.). Line Items are identified with Object Codes in the DASG Accounting System, which are the equivalent of Account Codes in Banner. The available Line Items and their Object Codes for this request are as follows:

- 2310 - Student Salary
- 3200 - Hourly Benefits (Required for Student Salary)
- 4010 - Supplies
- 4013 - Promotional Items
- 4015 - Food
- 4060 - Printing
- 5214 - Professional Services
- 5510 - Conference & Travel
- 5520 - Field Trips

4. What is the first Line Item you need to request funding for? *

- 2310 Student Salary
- 4010 Supplies
- 4013 Promotional Items
- 4015 Food
- 4060 Printing
- 5214 Professional Services
- 5510 Conference and Travel
- 5520 Field Trips

4010 Supplies

No General Office Supplies

5. 4010 Supplies Amount *

Please round up to the nearest whole number.

Please enter a whole number

6. 4010 Supplies Description *

7. What is the next Line Item you need to request funding for? *

- 4013 Promotional Items
- 4015 Food
- 4060 Printing
- 5214 Professional Services
- 5510 Conference and Travel
- 5520 Field Trips
- None

4013 Promotional Items

(Reusable Banners)

8. 4013 Promotional Items Amount *

Please round up to the nearest whole number.

Please enter a whole number

9. 4013 Promotional Items Description *

10. What is the next Line Item you need to request funding for? *

- 4015 Food
- 4060 Printing
- 5214 Professional Services
- 5510 Conference and Travel
- 5520 Field Trips
- None

4015 Food

Not for Conference and Travel; for all Conference and Travel expenses, including meals, use Object Code 5510.

(Must adhere to district Administrative Procedure 6331, <http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=AKVUKX7C7F98>)

11. 4015 Food Amount *

Please round up to the nearest whole number.

Please enter a whole number

12. 4015 Food Description *

13. What is the next Line Item you need to request funding for? *

- 4060 Printing
- 5214 Professional Services
- 5510 Conference and Travel
- 5520 Field Trips
- None

4060 Printing

(Flyers, posters, programs, etc.)

14. 4060 Printing Amount *

Please round up to the nearest whole number.

Please enter a whole number

15. 4060 Printing Description *

16. What is the next Line Item you need to request funding for? *

- 5214 Professional Services
- 5510 Conference and Travel
- 5520 Field Trips
- None

5214 Professional Services

(Limited Engagement Agreements, Consultants/Guest Speakers/Entertainment (list programs). For contracted speakers or performers DASG Funding shall not exceed \$20,000 per speaker or performer/performing group per event or performance.)

17. 5214 Professional Services Amount *

Please round up to the nearest whole number.

Please enter a whole number

18. 5214 Professional Services Description *

19. What is the next Line Item you need to request funding for? *

- 5510 Conference and Travel
- 5520 Field Trips
- None

Request For Information (RFI)

Description:

Please provide comprehensive details about your program.

Public Disclosure:

Be advised that all documents and information submitted will be accessible publicly online.

Please redact any Personally Identifiable Information (PII).

20. Please provide a thorough description of your program. *

Mentors@DeAnza is a peer mentorship program that was started in fall of 2020 under the Office of College Life at De Anza College and was created by students for students. This program aims to connect first-year students with experienced continuing students based on their majors and interests. This helps first-year students create firm and close communities to feel more confident and supported in their academic and personal endeavors. Our mentor training also ensures that the information new students get from their peers is accurate and highlights existing campus resources. Besides peer mentorship, features of our program include events (such as transfer panels, workshops, mixers) and content that highlights advice from students. This program is special in being a free mentorship opportunity open to all De Anza DASG cardholders, and led by students.

21. What new services or features have been added since your last DASG RFI submission? *

Enter N/A if you have not submitted a DASG RFI before.

Since our last RFI submission, we have greatly increased the number of in-person flagship events, which has increased engagement but also accountability of participation from both mentees and mentors. Due to the increased request to check in with our Senior Mentor team for drop-in hours, we will be adding Office Hours to the Senior Mentor responsibilities starting Winter 2026. Lastly, the biggest change has been shifting our Peer Mentor Trainings from Google Classroom to in-person trainings. This has already greatly increased our engagement, preparedness, and retention of our mentors.

22. Enrollment Overview *

- Provide the total number of active students and newly enrolled students for each of the past three years.
- Indicate how many of these students were retained for more than a quarter.
- Clarify whether your program is designed for a specific demographic or serves the entire De Anza population.
- If available, include a breakdown of racial demographics.

For the 2024-2025 academic year, we have 79 unique mentors and 158 unique mentees, a total of 237 students involved with the Mentors program. Quarter to quarter, we maintained about 30% through the whole year, but we also had many events both involved and not involved as Mentors at the various Transfer Panels and workshops.

So far for the 2025-2026 academic year, we have 63 mentors and 111 mentees (174 total students), which is already very close to what we had for the total all of last year. So far, our first flagship event had over 70% returners from the number of original sign-ups.

Our program serves the entire De Anza student population.

23. Attach any relevant enrolment documents

Attachment Guidelines:

For accessibility, please ensure all attachments are submitted in their original filetype (Word, Excel, PowerPoint, etc.) or as PDFs with searchable text. Avoid submitting scanned documents, as signatures are not required for this digital submission.

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No answer provided.

24. Program Marketing and Promotion *

- How does your program currently promote itself to the entire student body? What strategies and channels are used for outreach and advertising?
- Have you implemented specific efforts to engage and reach underserved student populations? If so, describe the methods and strategies used.
- If outreach to underserved students has been challenging, what obstacles does your program face in addressing this issue?
- Provide a detailed marketing plan for the current academic year, including any promotional materials you have used or plan to use.

We have tabled at events such as Fall Welcome Day, quarterly Club Days, and quarterly DASG Resource Fairs. We also take opportunities to partner with OCL, DASG, and ICC with their additional programming, and regularly utilize The Scoop, OCL's Weekly Newsletter. We have an active presence on social media, especially Instagram. Our Senior Mentors help with visibility by regularly wearing their promotional apparel and giving out promo giveaways. Lastly, we have a working contact list for direct outreach to campus partners working with underserved students (such as the Learning Communities).

25. Reflection and Feedback *

- How does your program collect and utilize student feedback for improvement (e.g., pre-/post-surveys, focus groups)?
- Can you provide examples of feedback received?
- What actions have you taken to address these areas?

We send out and review check-in forms as well as feedback surveys for both our Peer Mentors and Mentees each quarter (Fall, Winter, Spring). With that in mind, the Senior Mentor team looks at the forms and make changes to our approach based on feedback received from student participants. In the past, we've made improvements for things such as more intentional pairings based on majors and shared backgrounds as well as earlier pairing in the quarter. Moving into this year, last year's evaluations led to our in-person shift for trainings which have already been evaluated very positively by our Mentors this year.

26. Attach any relevant student feedback forms, surveys, etc.

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No answer provided.

27. Does your program offer any online services? *

Yes

No

28. Online Services *

- How has your program adjusted to offering services online?
- What strategies or tools have you implemented to ensure the quality of services remains high in a virtual environment?
- If your program hasn't yet transitioned online, what specific plans or steps are in place to provide online services in the future if necessary?

Our program was created in a fully online environment in Fall 2020. Even as the campus and events have been increasingly in-person, our social media presence (particularly with Instagram and Discord) has greatly helped with reaching students who need support. Holding our transfer panels online on Zoom has also allowed us to have alumni panelists join us from all over the state and country. While we do have our flagship events and workshops in person, we could certainly shift back to holding those online if needed.

29. Sources of Funding *

- What are the current funding sources for your program (e.g., college funds, external income, grants)?
- Provide details for each source, including account numbers, account names, balances, and any specific purposes or restrictions tied to the funds.

The only funding this program has received has been from DASG.

Request For Information (RFI) - continued

Description:

This section ensures adherence to the DASG Budget Guiding Principles, which can be found at www.deanza.edu/dasg/budget

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30. How does your program provide resources or support to help students achieve their academic and personal goals? (IMPACT) *

Our mentorship program helps both new and continuing students by connecting and aiding them with things such as considering courses, the transfer application process, and overall knowledge of the plethora of resources and opportunities available on campus and outside of campus. It's also supporting students, by generally having someone they can turn to during their time at De Anza. It is not meant to provide counseling or tutoring services, but rather the moral support and direction for students to seek out the resources they actually need. We also work with different clubs, organizations, and alumni by hosting our own M@DA workshops or transfer panels as another resource that students can utilize under our program to achieve their academic and personal goals.

31. What opportunities does your program offer for students to develop leadership skills and engage in civic activities or advocacy? (IMPACT) *

Within the program, we have mentorship training prior to pairing mentors with mentees where prospective mentors are taught the steps of becoming both an effective mentor and leader through interactive activities of various scenarios that a mentor may encounter with their mentee, and learn about the various programs that De Anza has to advocate them to their mentee. In addition to training students to become mentors, we also have interns working in various committees in our organization with the hopes of them fulfilling the Senior Mentor roles for the next year. Finally, our Senior Mentors gain a great deal of leadership development from Fall Student Leadership Training to running the actual program.

32. How does your program support and promote student participation in co-curricular or extracurricular activities to enhance their overall college experience? (IMPACT) *

M@DA is dedicated to connecting new students with peers that are knowledgeable in what students need the most and how to access helpful resources. Our transfer panel events, informative workshops, flagship community-building events, M@DA internship opportunities, and mentorship training process itself can also shed light on new perspectives and further destigmatize using on-campus resources and asking for help. It can also introduce new students to the wide range of ways they can be involved on and off campus through learned from mentors and panelists.

33. How does your program contribute to improving student retention by enhancing the quality of education and student engagement at De Anza College? (IMPACT) *

Our program's main purpose is to provide students with guidance on their time and experience at De Anza and have community members cheer them on as they find their place at De Anza. Our programs plays a vital role in improving student retention at De Anza College by fostering an environment where students feel supported, engaged, and empowered to succeed as quickly as possible. Through our transfer workshops, community mixers, mentors/mentee relationships, and the Senior Mentor team itself, we actively engage students with becoming more involved at De Anza. From transfer support to helping students explore scholarship opportunities, our goal is to foster a supportive community by providing mentorship opportunities and other resources to students on and outside of campus.

34. How does your program promote and ensure accessibility, equity, and inclusion for students from diverse backgrounds? (DEI) *

When it comes to recruiting Peer and Senior Mentors, we do intentional outreach to various programs and learning communities to help ensure our leadership is representative of our student populations. Additionally, our mentor training includes an equity-focused module that must be completed before they can serve as mentors. Our Senior Mentors also participate in Student Leadership Training alongside DASG, ICC, and OCL Student Staff which includes more in-depth equity training workshops. All of these approaches work to ensure we are prepared to support students with all identities and needs.

35. What steps does your program take to incorporate environmentally sustainable practices in its operations or events? (ES) *

Specifically, in Marketing, we've have utilized chalkboards as an eco-friendly alternative to posters/flyers in order to promote our events. We are also continuing to minimize single-use plastics for our events such as replace plastic straws, bottles, and utensils with sustainable alternatives.

36. Attach any other relevant documents

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Public Disclosure:

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Please redact any Personally Identifiable Information (PII).

No answer provided.

Requester, Budgeter and Administrator Information

The Requester is the person completing this request form. The Requester and Budgeter are usually the same person but may be different.

For DASG Accounts, the Budgeter is the person directly responsible for managing the account for the program and their Administrator is the person overseeing them in relation to the DASG Account.

The Budgeter and Administrator cannot be the same person.

Signatures that are Required for Utilizing Funds

All future financial documents, forms, requests, requisitions require the signature of the Budgeter(s) responsible for managing the account for the program and their Administrator in relation to the DASG Account. The Budgeter(s) responsible for managing the account for the program and their Administrator in relation to the DASG Account shall sign designating it as an appropriate expenditure of DASG funds and in the best interest of the student body. Administrators are responsible for any expenditures exceeding budget allocations.

The Budgeter and Administrator cannot be the same person.

37. Are the Requester and Budgeter the same person? *

Yes

No

38. **Budgeter's Name** *

Maritza Arreola

39. Budgeter's Email Address *

arreolamaritza@fhda.edu

40. Budgeter's Phone Number *

408-864-8692

41. Budgeter's Relationship to Project *

Advisor

42. Budgeter's Position on Campus *

Interim Faculty Director for College Life

43. **Administrator's Name** *

Hyon Chu Yi-Baker

44. Administrator's Email Address *

yibakerhyonchu@fhda.edu

45. Administrator's Phone Number *

(408) 864-8239

46. Administrator's Relationship to Project *

Dean

47. Administrator's Position on Campus *

Associate Dean of Student Affairs