

De Anza College

Program Review – Annual Update Form – Fall 2025

1. **Department/Area Name:** OFFICE OF EQUITY, SOCIAL JUSTICE & MULTICULTURAL EDUCATION
2. **Name of individual(s) completing the form:** MICHELLE HERNANDEZ, ADRIANA GARCIA, ANGELITA PABROS, SARAH WILKER, SHAILA RAMOS GARCIA, FRANCESCA CAPARAS
3. **Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).**

The Equity Office has used RAPP feedback over the past two years to sharpen its equity goals, structures, and assessment plans, and to expand stakeholder engagement across the college.

The office collaborated with the division, the Strategic Planning–Equity Committee, the Equity Action Council, and strategic initiative and implementation teams to align RAPP feedback with the Equity Plan Re-Imagined and the Educational Master Plan, resulting in more specific goals and objectives for the Office of Equity. A comprehensive spreadsheet and related tracking tools were developed and shared campuswide to monitor progress on the seven key equity factors and inform ongoing refinement of office priorities.

In response to feedback, the office prioritized equity rubric development, equity mapping, and intentional student engagement as core strategies, using RAPP input to guide where and how these tools are applied. A campus task force co-constructed the equity rubric, which has been vetted in shared governance and affinity group spaces and is available for use, while student stories and lived experiences have been embedded in Partners in Learning–Equity Series workshops (1.0 and 2.0). Student intern roles assist in the Equity Office to ensure programming reflects disproportionately impacted students.

RAPP feedback highlighting gaps in SLOs, AUOs, and SSLOs led the office to commit to developing learning outcomes and an assessment cycle in collaboration with the Faculty Coordinator–Equity and Equity staff, rather than leaving these areas unaddressed. The office now explicitly connects resource requests (such as the faculty coordinator role) to expected curricular

and equity impacts, particularly for disproportionately impacted populations, reflecting RAPP's call for clearer assessment and impact narratives.

4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

Since the last submission:

- An attack on diversity, equity, inclusion, accessibility, and a sense of belonging was waged, impacting morale, progress toward closing equity gaps, funding and programming.
- Co-developed Partners in Learning series to explore experiences that matter with students, faculty and staff. Six disproportionate populations of students were chosen-Native American/Indigenous, Latinx, Asian American/Pacific Islander, Black/African American, LGBTQ, and Women. Qualitative data was gathered to foster adjustments in course pedagogical changes and high engagement practices to meet the specific needs of the highlighted populations. The adjustments are being chosen and applied across four disciplines in 25-26 as pilots for change-Biology, English, Communications and Math.
- De Anza hired a full-time Faculty Coordinator-Equity who developed a process within curriculum to incorporate equitable teaching into the Course Outline of Record involving multiple elements. This process was approved by Curriculum Committee and is now being used to review all De Anza Course Outline of Records (Fall 2027 and beyond) to ensure compliance with new Title 5 updates and promote equitable teaching strategies across divisions and departments.
- Together with campus partners (Office of Professional Development and Academic Senate), the Equity Office (led by Faculty Coordinator-Equity) developed several professional development events/trainings for faculty. These include events for new tenure-track faculty focused on Universal Design for Learning, and a recurring series called EquiTea, a quarterly information and support session for faculty that highlights tea cultures from around the world. A partnership with the Equity Forward Anchor Network (EFAN) and the Silicon Valley Community Foundation with a focus on Basic Needs, Procurement and Hiring and Leadership practices. This partnership yielded a total of \$60,000 in revenue.
- Participation in the District Diversity, Equity, and Accessibility Committee yielded contributions in the district's Equal Employment Opportunity plan and reports as well as additional funding which supported employee participation in National Conference in Race and Equity (NCORE)
- The Women's Resource and Advocacy Center (WRAC) was reinstated through the work of the Women's Advocacy Committee and will open in L-78 March 2026. The Center is led by a faculty coordinator release time with the support of four student assistants from local internship and fellowship programs.
- Administrative Unit Outcomes were developed for the Office of Equity, Social Justice, and Multicultural Education.

- The Office contributed meaningfully to the composition and vetting of the campus Equity Rubric as a tool for campus organizers to align events and activities with the values and mission of the college.
- The Administrative Assistant in the Student Success and Retention Services (SSRS) resigned. The position was funded by the Student Equity & Achievement allocation. Due to lack of funding, the position is not slated for replacement. The Senior Administrative Assistant took on additional duties to support the SSRS faculty and staff. This also includes staffing at the front desk of the SSRS Center when coverage was needed.
- The Senior Administrative Assistant supports the Dean and staff of the Office of Equity, as well as additional support to Student Success Center, Honors Program, Rising Scholars, and VIDA since the transition to the Dean's suite in Fall 2024.
- The 25-28 Student Equity & Achievement (SEA) Plan was written collaboratively with campus partners and submitted by the November 30, 2025, deadline and is agendaized for the December 8, 2025, Board of Trustees monthly meeting. The presentation includes highlights from Foothill and De Anza plans. The plan for De Anza incorporates the 22-28 SEA Re-imagined plan and the statewide SEA plan 25-28 culminating into a singular plan for De Anza.
- In collaboration with the Jewish Student Union (24-25) the Equity Office helped plan activities for the Jewish American Heritage Month, wrote a job description for a program coordinator to support Jewish students at De Anza, as well as a proposal for dedicated Jewish Student Life Center.
- Participated in the planning, gathering and submission of Student Equity & Achievement data for the Vision Aligned Reporting portal-year 1.
- Wrote the application for the UCLA Honors Transfer Alliance Program (TAP) which was accepted and approved by UCLA in November 2025 affording De Anza students with a unique and impactful opportunity for transfer education. With this application process, the college developed an advisory committee and refined the honors course request form for faculty to include the Course Criteria Form required for UCLA TAP. Additionally, the scheduling of the courses will change from the Honors Coordinator to the Division Office Schedulers. This allows the deans to be notified of Honors courses requested in their division, to monitor the seat counts and to foster a community of faculty who offer honors options.
- An administrative reorganization proposal yielded a contract change for the division from reporting to the Associate Vice President, Instruction to reporting to the new Vice President, Instruction.
- Produced 40 activities that focused on multicultural education, uplifting diverse lived experiences, and positively impacting disproportionately impacted students in our equity work. The byproduct of this programming allowed for an increase of culture including cultural humility, improved interpersonal skills, students' own leadership skills and professional development skills. We served approximately 1500 students, a few hundred more employees, and about 100 community members.

- Worked with the Office of Professional Development (OPD) to provide two tracks of professional development programming, the first one called Partners in Learning Equity Series focusing on resource awareness, student voices and data of our disproportionately impacted students and the second one called Partners in Learning Engagement series which engaged the campus community through a book reading club model about equitable and just solutions among everyday people.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
1. Equity Mapping	Develop a comprehensive map of equity practices and measure the impact those practices have on closing the achievement gaps of DI groups as indicated in the Equity Plan	Dean, Equity & Engagement	Faculty, staff, students, Institutional Research, area Deans, Directors, Vice Presidents of Instruction and Student Services, and College President	-EAC Agendas and Meeting Minutes -Surveys of Divisions and Departments	Composition of a comprehensive document that outlines evidence based equity practices occurring across the campus. -Progress towards goals and objectives in the Re-Imagined Equity Plan	

					-Outcomes impact strategic planning and the campus equity plan	
<p>Goal Update: Through the strategic planning process and the Equity Action Council, the college engaged in meaningful dialog and documentation of the equity-minded practices and initiatives and the progress we are making. A plan developed to create an equity inventory spreadsheet, construct a team to lead the assessment, and run the inventory. The Equity Plan Re-imagined was used to discern progress on initiatives and the implementation of action plans. Here is the link for the inventory spreadsheet: De Anza College Equity Plan Progress Tracker REV 5.5.25.xlsx Significant progress was made in professional development opportunities highlighting high engagement practices with HEPLN (formerly AVID for Higher Education), the Partners in Learning Equity Series 1.0 and 2.0., the Equity Rubric was developed and is now available for use across the campus.</p>						
2. Support divisions in establishing Core Equity Committee at focus on student voices and lived experiences	Engage students as experts of their lived experiences and have them share their stories and provide feedback/recommendations to improve the student experience and academic success. The focus will be on the following disproportionately impacted groups: African Americans, Disabled Students, Foster Youth, Latinx, LGBTQQI+, Pacific Islander, Veterans, and Native American	Office of Equity Program Coordinator, and division deans, faculty, staff	With IR staff, participating Division Deans, senior admin, The Office will partner with IR to access contact lists based on student identifying markers highlighted in the State Equity Plan as disproportionately impacted. African American, Disabled,	1st quarter -Meetings, # of participating campus members relationship building with students and with staff/faculty/administrators 2nd quarter- create core team to plan student voices programming and listen to student voices, # of participating students via one on ones and or panels 3rd quarter- apply recommendations inside and outside the classroom reporting that data to	Survey at the end of each quarter by faculty, classified and students via focus group or written reflections on application of student recommendations and faculty/staff learning and opportunities	

			Foster Youth, Latinx, LGBTQQI+, Pacific Islander, Veterans, and Native American students	deans and or department chairs and division meeting		
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Goal Update:

In collaboration with IR, and OPD, the Equity Office co-developed the Partners in Learning Equity Series (1.0) where we focused on 6 disproportionately impacted populations. This included 6 separate workshops scheduled for 1.5 hour each where we explored the data according to the SEA metrics, facilitated dialog amongst faculty, students, classified and administrator around what story the data tells in relationship to students' lived experiences, and discussed high-impact practices both employed and experienced by faculty and students that support engagement and learning. Qualitative data was acquired from pre, post, and post/post-evaluations disbursed from all participants. From this series held in 24-25, the second phase of the Partners in Learning Equity Series (2.0) is in progress and focuses on four departments-Biology, Math, Communications and English who have volunteer faculty who will take the information from the 1.0 series compose an action plan to explore new experiences within the classroom that may improve success for disproportionately impacted populations. Each set of faculty are meeting with the collaborative team to determine goals of the series, understand the data, explore high impact practices, write the action plan, document progress on the plan and culminate the experience to share at the Partners in Learning Conference 2026.

3. Women's Resource Center	Explore the possibility of reconstructing a women's center	Dean, E&E, Equity Program Coordinator, Equity Faculty Coordinator	Faculty, staff, students, Institutional Research, area Deans, Directors, Vice Presidents of Instruction and Student Services, and College President	Agendas and meeting minutes. - Surveys of Divisions and Departments - Alignment with equity Plan	A women's center will exist with space, funding, staff and programming	
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Goal Update: Space has been assigned to the Center (L-73A), and furniture, paint and decor are being developed. We held a Women's Advisory Council Retreat in November 2025 to build community, on-board four student workers, develop a vision for the

Center, and a plan for the coming year. Franchesca “Chesa” Caparas (Faculty Coordinator) submitted a DASG budget request to continue funding student workers and help pay for programming. For winter quarter 2026, we are hosting a logo contest for students to design the Center’s logo. We will also be painting and decorating the space in preparation for our ribbon-cutting ceremony on Wednesday, March 4, 2026. That day we will hold an inaugural Women’s Conference focusing on “A History of Women at De Anza.” In preparation for the conference, we will record oral histories of influential women throughout De Anza’s history. Chesa has been working with Lori Clinchard in the California History Center to prepare for those oral histories, which will become part of their archive.

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Equitable Course Outlines of Record: Process Adoption and Faculty Support	Develop and implement a process for reviewing Course Outlines of Record (CORs) for equity in accordance with Title 5. This review process was developed by the Faculty Coordinator-Equity in conjunction with other members of the Curriculum Committee and was adopted on 11/19/2025. All CORs at De Anza	Faculty Coordinator-Equity	Curriculum Committee; Office of Professional Development; Office of Institutional Research	Faculty Coordinator-Equity will track all CORs that come through the review process and will keep track of all suggested and required changes through standard documentation. Faculty Coordinator-Equity will also collaborate with Office of Institutional Research to develop metrics for tracking progress.	Faculty Coordinator-Equity will track the number of courses that complete the equity review process and will work with the Office of Intuitional Research to assess changes in student success and broader educational outcomes.

	<p>must be reviewed using this process by Fall 2030 (as per state guidance). The Faculty Coordinator-Equity will support faculty through multiple workshop series, online resources, and direct department, division, and one-on-one faculty support. Faculty Coordinator-Equity will also work to support other members of curriculum committee in reviewing CORs for equity.</p>				
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- 7. Describe the impact to date of previously requested resources (personal and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?**
- a. The Equity Office hired a full-time, tenure track Faculty Coordinator-Equity (start date August 1, 2025). This position has enabled the office to increase support and professional development for faculty. Since hiring, the Faculty Coordinator-Equity has joined the Curriculum Committee, and as part of this committee, has developed and launched an equity review

process for all Course Outlines of Record. This process incorporates current research on high-impact teaching practices designed to foster equity across learning communities and disciplinary subjects. This process was approved by Curriculum Committee in November 2025 and is now being used for all Course Outlines of Record (effective Fall 2027 and beyond). This effort will ensure that De Anza meets new Title 5 mandates and best supports diverse communities of learners. The Faculty Coordinator-Equity also worked in collaboration with the Office of Professional Development and the Academic Senate to launch new Professional Development opportunities specifically for faculty, with several new opportunities planned for Winter and Spring 2026. The Faculty Coordinator-Equity has also helped support several pre-existing Equity Office initiatives, including the Partners in Learning Series (providing direct faculty training, support, and tailored research) and the Equity Action Council.

- b. HEFAS has been allocated its first-ever B-Budget, securing \$20,000 from the President's Office and \$40,000 from the district, totaling \$60,000 in January of 2025.

This funding strategically offsets costs previously covered by the foundation budget, allowing those dedicated foundation funds to be solely focused on inclusive student internships and fellowships. The B-Budget expenditures, detailed in the attached outline, are specifically designed to support undocumented students through programming, educational resources, and professional development. These investments are projected to enhance student success, community engagement, and overall well-being.

How HEFAS B-Budget Funds Were Used in 2024-2025 (Received funds in Winter Quarter 2025)

- i. **Student Employment:** Funds were allocated for Student Employment, which provides students with vital work experience and financial support. This allowed the program to provide employment opportunities for students with work authorization.

Student Impact: This supports students' educational and living expenses while developing their professional skills, career readiness, and growth as student leaders.

- ii. **HEFAS Counselor – Overload:** Funds were allocated for a counseling liaison to address disparities and advance economic justice by supporting educational attainment, career pathways, and economic mobility for students who may face barriers related to their immigration status.

Student Impact: The counseling liaison offers students within the program to receive specialized counseling support. Students receive one-on-one counseling on AB540 and its expansions, 6-unit waiver, CA DREAM Act, career exploration, and other educational policies that impact undocumented students.

- iii. **Programming & Speaker Events:** Expenses were dedicated to various events including a Speaker Event for Rafael Martinez on "Illegalized: Undocumented Youth Movements in the United States" and the "5th Annual Sandra Diaz Health Professions Round Panel". Other programming included an UndocuSTEM Conference, HEFAS Annual Summit, UndocuSolidarity events, UndocuWarriors, and the End of Year Celebration.

Student Impact: These events offer students educational resources, professional development opportunities, and exposure to community activists and role models. The UndocuSTEM Conference and Health Professions Round Panel specifically targets academic and career pathways in high-demand fields. The 2024 UndocuSTEM Conference was our most successful yet, with over 160 participants both on campus and off campus, with collaborations with undocumented professionals working as independent contractors and other community colleges as well as over 20 organizations and companies who came for our resource and career STEM Fair.

- iv. **Professional Development/Training:** Funds were set aside for leadership training, including at least 2 training opportunities for all students in our programs including the Equity Office, Pride Center and SSRS student leaders. **Student Impact:** This investment aims to provide staff or students with specialized knowledge to better support the undocumented community or enhance their own professional and leadership skills. Student leaders were trained on AB540 and their expansions, financial aid, and best practices equipping them to become supportive student leaders in our recourse center for their peers.
- v. **Wellness and Mental Health Support:** Programming, such as Healing Circles, which are coordinated by a Mental Health Coordinator in collaboration with other wellness programs on campus to reach students who may not yet know about our program and its services. **Student Impact:** This directly addresses the need for comprehensive support, engaging mental health professionals to offer supplementary support and programming for undocumented students, which contributes to their overall wellness and academic persistence.
- vi. **Graduation Support:** Money was budgeted for Graduation Caps and Gowns and a Graduation event. **Student Impact:** This helps ensure that students who may face financial barriers can participate in the significant milestone of graduation, fostering a sense of accomplishment and community.
- vii. **Advocacy and Basic Needs:** Expenses included "Care through the Chaos- Political Advocacy Retreat" **Student Impact:** This supports political advocacy efforts, empowering students to be in conversation with current policies that impact the undocumented and immigrant community. Allowing them to lead in collaboration with staff and faculty to cultivate allyship. Alongside providing essential resources like food for crucial community-building and professional events.

viii. **Promotional and Office Materials:** Funds covered items like a banner for HEFAS, UndocuSTEM Stickers, printed materials, and office materials.

Student Impact: These materials help with outreach and visibility for overall programming, ensuring students know where to find resources thus creating a more identifiable and supportive space for the undocumented community.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

The Office of Equity, Social Justice, and Multicultural Education served disproportionately impacted students primarily through targeted professional development for faculty, DI-centered programming, and direct resource advocacy.

The office co-developed the Partners in Learning Equity Series 1.0 and 2.0, which centers six disproportionately impacted groups (Native American/Indigenous, Latinx, Asian American/Pacific Islander, Black/African American, LGBTQ, and women) and uses both SEA data and students-lived experiences to inform high-engagement teaching practices. Faculty participants were supported to design and implement classroom changes in Biology, English, Communications, and Math that specifically aim to improve outcomes for these DI student populations. The funding for these efforts is braided from professional development and AB1705.

With the hiring of a full-time Faculty Coordinator–Equity, the office led development and campus adoption of an equity review process for all Course Outlines of Record, aligned with new Title 5 requirements. This process embeds research-based high-impact, equity-minded teaching strategies into CORs across divisions so that DI students experience more inclusive and supportive pedagogy in every course. The deadline for compliance is April 2026 with full implementation for all course by 2030.

The office produced about 40 multicultural and equity-focused activities that uplift diverse lived experiences and support leadership, agency, and advocacy, serving approximately 1,500 students plus employees and community members. The reinstated Women’s Resource and Advocacy Center, guided by a student-inclusive advisory council and student workers, is being designed as a dedicated space for women and other DI students to access community, programming, and support. Funding for WRAC will be leverage from the foundation account in partnership with Equity Forward Anchor Network.

Through stewardship of HEFAS's first B-budget (totaling 60,000), the area helped expand employment, specialized counseling, mental health programming, leadership development, and advocacy opportunities tailored to AB540 and undocumented students. These funds supported activities such as UndocuWelcome, healing circles, and UndocuSTEM, directly addressing financial, academic, wellness, and sense-of-belonging needs for AB540 and undocumented and immigrant DI students.

The office co-led equity mapping and created a collegewide equity progress tracker tied to seven key equity factors, helping divisions see and strengthen practices that support DI groups. It also contributed to the campus Equity Rubric, SEA Plan, District EEO work, and the UCLA TAP Honors approval, all of which expand transfer, hiring, and program structures that benefit disproportionately impacted students.

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

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

**The Equity Office did not previously have SLO's developed. Below are the two that were developed within the last year with the new faculty coordinator-equity.*

Learning Outcome (SLO, AUO, SSLO)	Faculty will learn and operationalize equity-minded, high-impact teaching practices to use within the classroom
Method of Assessment of Learning Outcome	Methods of assessment include: <ul style="list-style-type: none"> • The number of faculty attending designated professional development • Participation in surveys and/or exit tickets created by the facilitators • Success metrics by comparison in Precision Campus

(please elaborate)	<ul style="list-style-type: none"> • Pre-, Post, and Post-post- survey with evidenced use of strategies.
Summary of Assessment Results	Not Applicable
Reflection on Results	Not Applicable
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Not Applicable
Learning Outcome (SLO, AUO, SSLO)	Students will participate in a variety of culturally relevant and equity-minded events and activities that develop their leadership skills and abilities, awareness and appreciation for diversity and agency and advocacy in student-initiated programs, services available for development and /or usage.
Method of Assessment of Learning Outcome (please elaborate)	<ul style="list-style-type: none"> • Surveys/evaluations at events and activities • Number of events and types of events • Student attendance • Climate surveys • Events logistical debriefing meetings • Annual focus groups • Students' service to campus constituency group • Fidelity in the usage of the Equity Rubric • Kinesthetic response to in-person events

Summary of Assessment Results	Not Applicable
Reflection on Results	Not Applicable
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Not Applicable
Learning Outcome (SLO, AUO, SSLO)	The De Anza community will continue to cultivate a rich and sustainable campus environment that supports every student by advancing equity-minded, high-impact, and culturally affirming practices that prepare and empower all students for success.
Method of Assessment of Learning Outcome (please elaborate)	<ul style="list-style-type: none"> • Progress towards closure and erasure of identified disproportionate impacted groups within the Student Equity & Achievement Plan. • Strides made through the Climate Surveys • Increase collaboration across departments, disciplines, areas, and partnerships on and off campus. • Impact to Strategic Plan goals and objectives • Fidelity of professional development impact on teaching and learning.
Summary of Assessment Results	Not Applicable

Reflection on Results	Not Applicable
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Not Applicable

Please email this form to your dean/manager.

10. Dean Manager Comments:

The annual update demonstrates strong progress in institutionalizing equity-minded practice, while also surfacing clear capacity and assessment gaps that need attention to sustain impact on disproportionately impacted students.

Key Highlights

- The Office has effectively leveraged RAPP feedback to sharpen equity goals, build assessment structures, and align its work with the Equity Plan Re-Imagined and Educational Master Plan, including creation of a campuswide equity progress tracker tied to seven key equity factors.
- Signature initiatives have expanded, including the Partners in Learning Equity Series (1.0 and 2.0), development and campus vetting of the Equity Rubric, and an equity mapping process that documents equity practices across divisions and informs strategic planning.
- Major structural gains include hiring a full-time Faculty Coordinator–Equity, adoption of an equity review process for all Course Outlines of Record (Title 5 aligned), launch of new faculty professional development (e.g., EquiTea, UDL-focused

trainings), reinstatement of the Women’s Resource and Advocacy Center, and robust cultural awareness programming that reached roughly 1,500 students and hundreds of employees and community members.

- The office secured and/or helped steward critical resources and partnerships, such as EFAN/Silicon Valley Community Foundation revenue, HEFAS B-budget investments targeted to undocumented students, UCLA TAP Honors approval, and contributions to District EEO and SEA planning and reporting.

Strengths in the Equity Office

- The program centers student voice and lived experience through DI-focused professional development, student interns, student clubs, and the design of the WRAC and related advisory committee structures.
- Cross-campus collaboration is a clear strength, with deep engagement from Institutional Research, Professional Development, Academic Senate, Curriculum, and multiple student-serving programs in both planning and implementation of equity initiatives.
- The office is playing a leading role in positioning De Anza to meet new Title 5 mandates and statewide SEA requirements, while also advancing local strategic priorities in equity, basic needs, and inclusive pedagogy.

Opportunities for Improvement

- Assessment work for AUOs, SSLOs, and SLOs remains “not applicable” signaling a need to move beyond design to implementation, including establishing timelines, baselines, and clear use-of-results narratives.
- Significant workload consolidation onto the Senior Administrative Assistant and the loss of the SSRS Administrative Assistant highlight a structural capacity risk; documenting service impacts and bottlenecks will strengthen future resource advocacy and prevent burnout.
- As new initiatives scale (equitable COR review, WRAC launch, Partners in Learning 2.0, UCLA TAP implementation), clearer prioritization, project management structures, and communication of phased goals will be important to maintain quality and avoid overextension.

11. Vice President/Associate Vice President Comments:

Email the form to RAPP tri-chairs.