

De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name

Guided Pathways – Villages/Academic Services

2. Name of Individual(s) Completing the Form

Kim Palmore, Patricia Guitron

3. Use of RAPP Feedback

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).

We have not received formal RAPP feedback on previous submissions. We have proactively advanced our program based on stated goals and institutional needs.

Since our last submission, we strengthened program sustainability, enhanced data collection, and expanded support services. We developed a seven-goal strategic plan, submitted a faculty position request addressing staffing concerns, and created the Villages Handbook for operational procedures. We enhanced IR collaboration for systematic attendance tracking and continue refining programming based on student feedback and assessment.

4. Changes and Updates Since Last Submission

Describe any changes or updates that have occurred since you last submitted program review.

Staffing Evolution

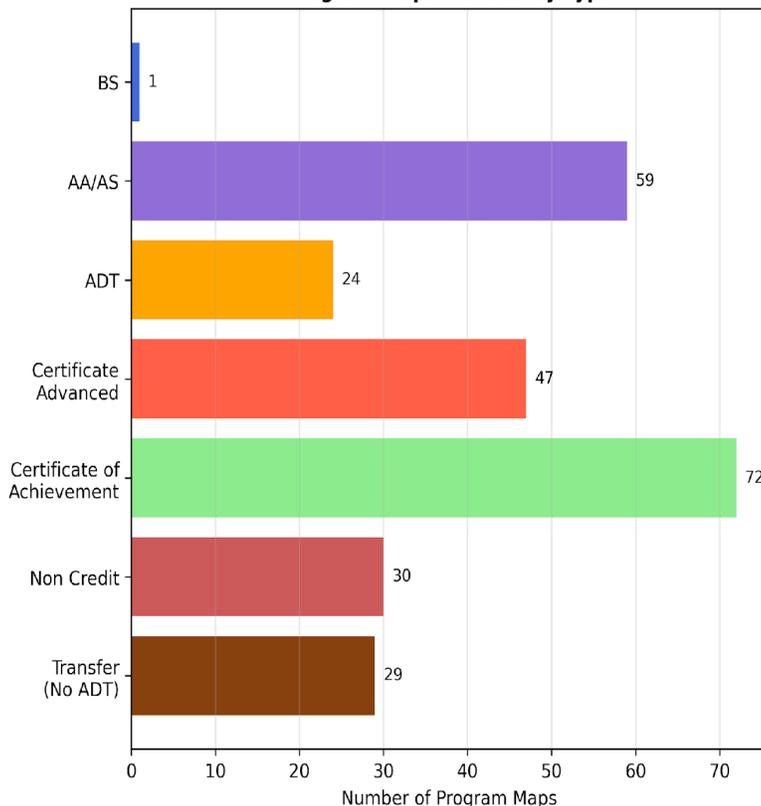
Our program operates with 13 faculty and classified employees (coordinators, leads, pathfinders), 42 student ambassadors providing peer support and event staffing, and approximately 50 faculty/staff volunteers.

However, it is critical to note that Guided Pathways operates without a single full-time employee dedicated to the program. Most of the 13 core staff members are compensated for only 8 hours per week, which is regularly far below their actual work requirements to maintain a program serving over 1,000 unique students, and a projected 10,000 total visits per quarter, facilitating 325+ annual events, and managing six Village Centers with extended operating hours. This structural underfunding creates unsustainable workloads, relies on staff essentially volunteering significant unpaid time, and threatens the continuity of a program that the Educational Master Plan identifies as central to the college's strategic vision.

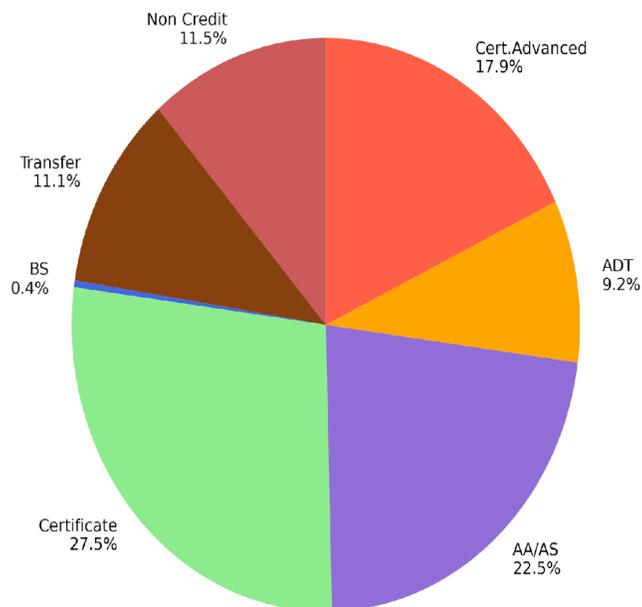
Legislative Compliance: AB928 and AB1111

We have made substantial progress in revising program maps to comply with new state requirements. In collaboration with Enrollment Services, we revised 24 Associate Degree for Transfer (ADT) program maps and uploaded them to Degreeworks for all Fall 2025 incoming students declaring an ADT. We revised all program maps to include Cal GETC (California General Education Transfer Curriculum, mandated by AB928) and new common course numbers (required by AB1111). This work also includes revising all local certificate and degree program maps to ensure students have accurate, up-to-date guidance for achieving their educational goals.

**AB928 & AB1111 Legislative Compliance
Program Maps Revised by Type**



Distribution of 262 Total Program Maps



Enhanced Student Support Services

We have significantly expanded the support services available through the Villages, guided by the key principle of bringing services to students rather than expecting students to navigate to multiple offices across campus. This approach is particularly important for first-generation students, working students, students with families, and those who find administrative buildings intimidating.

Basic Needs Support: The Hub Food Pantry Partnership provides free food access. Physical Environment Improvements: Installed microwaves in Village Centers.

Academic Support Services: STEM Support Specialists, Study Skills Workshops, Supplemental Instruction, Free libraries.

Counseling and Advising Services: Six general counselors work in Villages weekly. Transfer Counselors rotate quarterly. CTE Career Counselor, International Students, MPS and Mellon Scholars maintain Village presence.

Programming Growth and Student Engagement

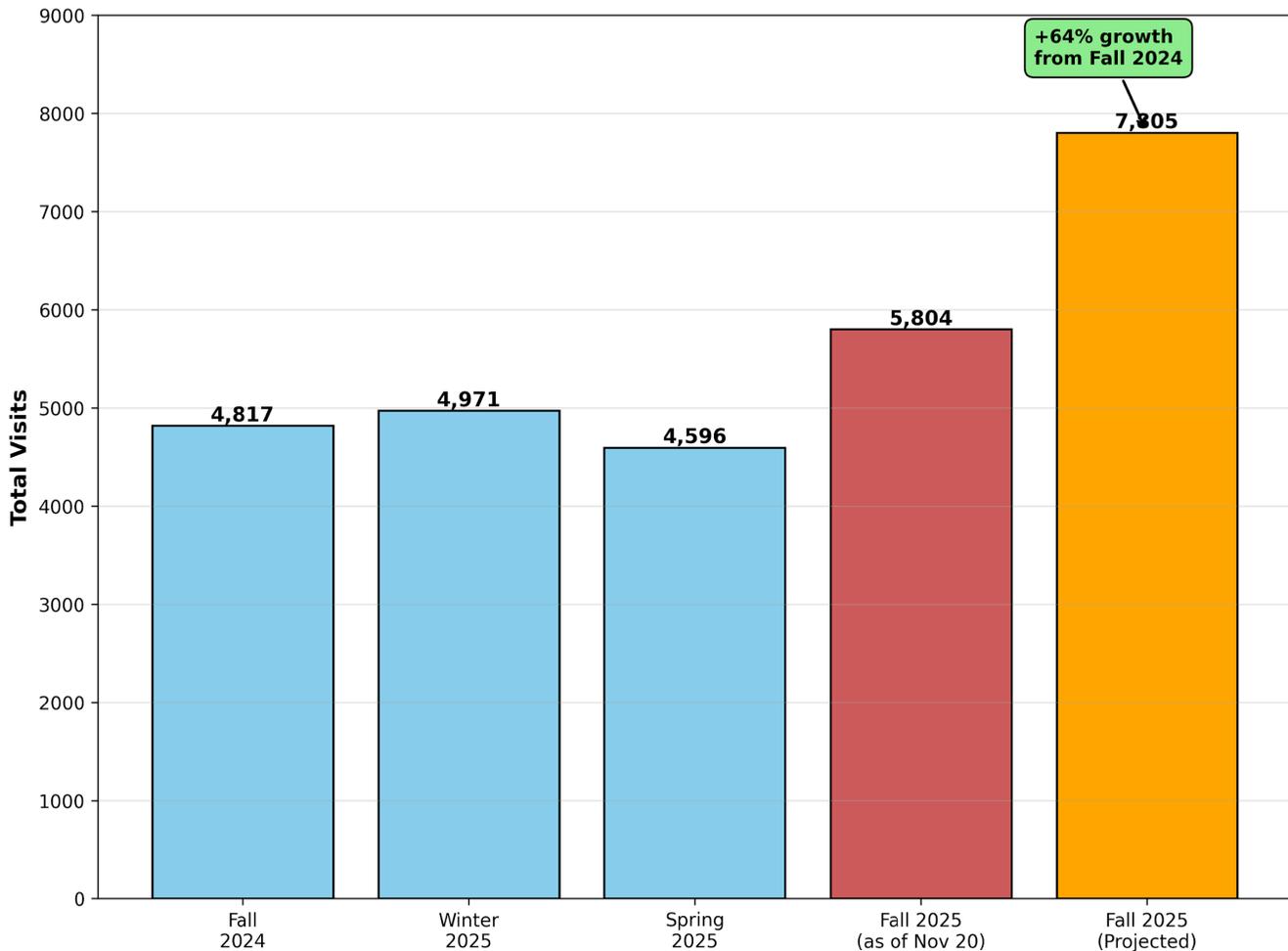
Fall 2024: 4,817 total visits (1,019 unique students)

Winter 2025: 4,971 total visits (938 unique students)

Spring 2025: 4,596 total visits (860 unique students)

Fall 2025 (as of Nov 20): 5,804 total visits across all Villages - projected to reach 8,000 by quarter end! On track to exceed 20,000 total annual visits across 2025-26, all coordinated with ZERO full-time employees.

**Villages Program Visits: Fall 2025 Projected Growth
On Track to Exceed 20,000 Annual Visits**



We organized approximately 325 events during 2024-25. Room reservations grew from 29 (Fall 2024) to 32+ (Fall 2025).

Alignment with Educational Master Plan 2022-2027

Guided Pathways is not an auxiliary program-it is central to the institution's strategic vision. The Educational Master Plan explicitly identifies Guided Pathways as the umbrella framework under which the college's four primary institutional initiatives are developed. Denying permanent staffing contradicts these commitments.

Critical Staffing Needs

One Permanent Faculty Coordinator Position: Provides stable leadership, maintains institutional knowledge, oversees AB928/AB1111 compliance, ensures continuity for 1,000+ students a quarter.

One Permanent Classified Position: Manages operations, coordinates ambassadors, maintains SARS tracking, processes reservations.

5. Progress on Goals

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?
Goal 1: Village-Hosted Events to Promote Academic Success and Retention	Launch weekly student-centered events in all six Villages, establish rotating support from campus services, implement major quarterly events	Guided Pathways Coordinators, Village Faculty Leads, Village Pathfinders	Financial Aid, Counseling, Faculty, Transfer Center, Student Services	SARS data analysis, event attendance tracking, room reservation data, student feedback surveys, Village intern research projects	Fall 2025 SARS data shows 5,804 total visits demonstrating strong engagement. Systematic event implementation across all Villages. 18 student clubs now using Village spaces; 3 clubs offering regular programming (Math Club bi-weekly, Psychology Club bi-weekly, MSA Arabic classes weekly)	Launched 15 weekly hangouts across Villages. Increased event variety based on student feedback. Expanded to 325+ annual events. Currently developing 3-year sustainability plan and mapping activities to six student success factors
Goal 2: Village Subject Coaching	Implement Student Academic Success Coaches providing daily one-on-one academic support and subject coaching during regular Village hours	Guided Pathways Coordinators, College Coaching Center, Village Coordinators	Diana Alves De Lima (Coaching Center), Math Performance Success, English Performance Success, Student Equity Office	Pilot program data from three Villages, student usage patterns, academic performance metrics, student satisfaction feedback	Three pilot Student Academic Success Coaches launched Fall 2025 providing daily support. Effectiveness assessment in progress to determine expansion to remaining three Villages	Piloted in three Villages. Developing comprehensive needs assessment, training protocols, and implementation strategies for expansion. Integrated daily drop-in coaching with scheduled programming to address both structured learning and immediate needs
Goal 3: Integrating More Village Services	Expand wraparound services bringing support to students in Villages rather than expecting	Guided Pathways Coordinators, Hub Food Pantry, Village Teams	The Hub, DASG, Facilities, Counseling, Student Services, Professional Development, Equity Office	SARS visit data, room reservation growth, student feedback, Hub usage statistics, event	Substantial progress: Hub food pantry partnership established, microwaves installed in all centers, programming	Expanded Hub partnership to all six Villages. Installed microwaves creating home-like environments. Extended hours

	navigation to multiple offices			participation rates	expanded to 325 events, room reservations grew from 29 to 32+ per quarter, student clubs thriving	by 30+ minutes. Student clubs meeting regularly (psychology, math, MSA Arabic). Students report increased connection, support, and resource awareness
Goal 4: Outward-Facing Program Maps	Revise and upload program maps to Degreeworks, ensure compliance with AB928 and AB1111 legislative requirements	Guided Pathways Coordinators, Enrollment Services	Enrollment Services, Articulation Officer, Division Deans, Curriculum Committee, Faculty	Number of maps revised and uploaded, student usage of Degreeworks, compliance verification, student ability to track progress	Achieved and expanded. All 24 ADT program maps revised and uploaded to Degreeworks. All 262 program maps updated for AB928 (Cal GETC) and AB1111 (common course numbering) compliance	Students now have clear, accessible pathways. Degreeworks integration allows real-time progress tracking. Updated maps ensure transfer requirement compliance, improving transfer success rates and reducing time to degree completion
Goal 5: Welcome All Students to Their Respective Village	Proactively invite students to join Villages, modify CCC application, develop outreach to middle/high schools and community organizations	Kim Palmore (Guided Pathways), Nazy Galoyan (Outreach Office)	Outreach Office, Enrollment Services, Middle/High Schools, Community Organizations, CTE Programs	Student enrollment in Village Canvas shells, CCC application modification progress, outreach database development, partnership agreements with schools	In progress with substantial achievements. Completed: Invited all newly enrolled students to Village Canvas shells. Currently: Planning CCC application modification, developing database, creating outreach materials, identifying 10 middle schools and 15 high schools in low college-going areas	Implementation extends through Fall 2027 with systematic phases: application system launch, school outreach program, CTE development, adult learner initiatives, partnership expansion, support services integration, comprehensive Village welcome program with peer mentorship. Specifically targets priority populations through

						culturally responsive materials and specialized orientation programs. Aligns with Ed Master Plan Goals 1 (Outreach) and 10 (Meeting Basic Needs)
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6. New or Changing Goals

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.

We have developed a comprehensive strategic plan with seven interconnected goals for 2025-2027:

Goal title	Goal description	Responsible parties	Collaboration with...	What evidence will you use to monitor progress?	How will you assess achievement of the goal?
Goal 1: Village Integration with LinC Learning Communities	Create thematic LinC course pairings within each Village to promote cohort-building, peer support, and interdisciplinary learning	Guided Pathways Coordinators, LinC Program Coordinator, Village Faculty Leads	Academic Services, Instructional Planning, Faculty across disciplines	Number of LinC pairings created, student enrollment in LinC sections, retention rates, student satisfaction surveys, completion of paired courses	Compare retention and completion rates between LinC and non-LinC cohorts within Villages. Survey students on peer support and engagement. Track transfer rates and course success rates. Measure student sense of belonging and academic confidence
Goal 2: OER/ZTC Integration	Systematically reduce textbook costs for students by prioritizing OER and Zero Textbook Cost courses in Village programming and advising	Guided Pathways Coordinators, OER Coordinator, Village Faculty Leads	Division Deans, Library, Faculty, Curriculum Committee	Number of OER/ZTC courses offered per Village, student textbook cost savings data, enrollment in OER/ZTC sections, faculty adoption rates	Calculate total student savings from OER/ZTC courses. Survey students on textbook costs and material access. Track faculty adoption and student enrollment trends. Measure student satisfaction with course materials and impact on course success
Goal 3: Village Certificate Pathways	Develop three-tiered progressive credential structure: Entry-Level Village Certificates	Guided Pathways Coordinators, Division Deans, Village Faculty Leads	Curriculum Committee, Academic Services, Faculty across disciplines, Articulation Officer	Certificate completion rates, student progression through tiers, employment outcomes for	Track certificate completion by tier and Village. Survey certificate completers on employment and transfer outcomes.

	(9-12 units), Village Certificates of Achievement (18-26 units), and Village Certificates Advanced (27-45 units)			certificate holders, enrollment in certificate pathways	Monitor student progression from entry to advanced certificates. Assess student satisfaction with certificate programs and alignment with career goals
Goal 4: Village-Affiliated Student Clubs	Support development of student clubs aligned with each Village to extend learning beyond the classroom through peer mentorship, leadership development, and community engagement	Guided Pathways Coordinators, Student Clubs Advisor, Village Student Ambassadors	Office of College Life, DASG, Faculty advisors, Student Affairs	Number of active Village-affiliated clubs, student participation rates, leadership positions held by students, club activities and events	Survey club members on leadership development and sense of belonging. Track participation rates and event attendance. Document student-led initiatives and community impact. Assess alignment between club activities and Village academic focus
Goal 5: Block Scheduling Framework	Develop coordinated course scheduling patterns within Villages to support working students, enable cohort progression, and facilitate completion of requirements	Guided Pathways Coordinators, Division Deans, Scheduling Coordinator	Instructional Planning, Academic Services, Faculty, Enrollment Services	Course completion rates in block-scheduled sections, time-to-degree metrics, student satisfaction with schedule accessibility, enrollment patterns, wait-list data	Compare completion rates between block-scheduled and traditional sections. Survey students on schedule convenience and ability to balance work/school. Track time-to-degree for students in block schedules. Monitor enrollment patterns and course fill rates
Goal 6: Sustainable Institutional Funding	Transition from grant-dependent temporary positions to permanent institutional funding for core Guided Pathways positions to ensure program continuity. REQUIRES: One permanent Faculty Coordinator	Guided Pathways Coordinators, VP of Instruction	College Budget Committee, President's Office, Vice Presidents, Faculty Association	Number of permanent positions approved and filled, program service continuity metrics, staff retention rates, comparison of service levels before/after funding stabilization	Document improved program stability and institutional knowledge retention. Track service quality and consistency metrics. Assess staff satisfaction and workload sustainability. Compare program outcomes before and after

	position, One permanent Classified position				permanent staffing
Goal 7: Comprehensive Program Assessment	Establish systematic assessment of Village services, student outcomes, and program effectiveness to continuously improve and demonstrate impact	Guided Pathways Coordinators, Institutional Researcher	Office of Institutional Research, Academic Services, Student Services	Longitudinal student success data (retention, completion, transfer rates), disaggregated data by Village and demographics, student satisfaction surveys, usage statistics, qualitative feedback	Analyze retention, completion, and transfer rates for Village participants vs. non-participants. Disaggregate data by demographic groups to assess equity impact. Conduct annual satisfaction surveys. Document and assess program improvements based on feedback loops

7. Impact of Previously Requested Resources

Describe the impact to date of previously requested resources (personnel 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?

ADDED RESOURCES: Operational Capacity Gains

Microwaves (DASG funded, ~\$800 total): Student dwell time increased. Students now treat Villages as long-stay study hubs. Supports extended programming without requiring students to leave campus for meals. Installation in all six centers completed Fall 2024.

Student Ambassadors (20 positions, Federal Work Study + volunteers): Created operational capacity for current programming scale. Ambassadors collectively provide 120 hours plus of weekly of staffing across six centers. Enable 15 weekly hangouts, 60+ targeted events per quarter, extended operating hours. Without ambassadors, program would operate at approximately 30% of current capacity. Student employee turnover managed through ongoing recruitment.

Success Coaches (3 pilot positions, \$12,000 DASG): Launched Fall 2025 in Physical Sciences, Social Sciences, and Business Villages. Each coach provides 10 hours/week drop-in academic support. Metrics after 8 weeks: 150+ student interactions, average 2.8 visits per student, 85% positive satisfaction ratings. Fills gap between content-specific tutoring and holistic counseling. Demonstrates model for expansion.

Hub Partnership (operational efficiency): Eliminated need for separate food pantry infrastructure. Hub provides inventory, we provide accessible locations. Zero facility costs, shared marketing, integrated service delivery. Approximately 200 unique students per quarter accessing Hub resources in Villages. Cost-effective model allows programming focus.

NECESSARY RESOURCES: Program Constraints

Faculty Coordinator Position (in current RAPP): Most significant operational constraint. Current structure: 2 co-coordinators with half-time release, 11 part-time staff compensated 8 hours/week each, coordinating work for 1,000+ students quarterly and 300+ annual events. No individual has release time for strategic planning, systematic assessment, grant development, or college-level committee participation. Result: Critical tasks falling through gaps including comprehensive data analysis, faculty LinC recruitment, sustainable school partnerships, systematic program evaluation. Program growth of 134% over two years without corresponding leadership infrastructure creates unsustainable workload distribution and institutional knowledge vulnerability. Staff working significantly beyond compensated hours.

Food Budget (approximately \$10,000 annually): Current approach operationally inefficient. Must piece together funding event-by-event through DASG requests, department contributions, and last-minute appeals. Administrative burden: ~10 hours monthly seeking temporary funds. Cannot plan signature events requiring advance catering commitments. Impact on programming scale: fewer evening/weekend events (when food most critical), reduced event size, hesitation to plan large community gatherings. Missed capacity to host substantial career panels, networking events, and community forums.

Marketing Budget (approximately \$5,000 annually): Operating below visibility threshold. Currently: photocopied flyers, email/Canvas announcements, word-of-mouth. Cannot execute: professional signage, printed orientation materials, bus stop advertisements, social media campaigns, video content production. Estimate reaching only 30-40% of target student population. Slow program growth via word-of-mouth rather than strategic outreach. Particularly limits first-year student awareness when support is most critical.

Program Capabilities With Approved Resources

- Operational Scale: 5,804 visits Fall 2025 (week 10); projected 20,000+ annually 2025-26
- Reach: 1,000+ unique students per quarter across six Village Centers
- Programming Volume: 325+ annual events (234 targeted + 91 weekly recurring)
- Student Ownership: 18 clubs using Villages; 58% of room reservations student-initiated
- Hours: All Villages operating 8+ hours/day; some offering evening hours
- Compliance: 262 program maps revised/uploaded to DegreeWorks (AB928/AB1111)
- Pilot Expansion: Success Coaches in 3 Villages; 150+ interactions in 8 weeks
- Documentation: Villages Handbook operational; 7-goal strategic plan developed
- Data Systems: Enhanced IR collaboration for systematic attendance tracking

Program Gaps Due to Unsecured Resources

- No full-time leadership: Cannot conduct systematic assessment, grant writing, strategic planning
- Limited Success Coach coverage: Only 3 of 6 Villages served (50% coverage)
- Reduced evening/weekend programming: Food budget constraints limit off-peak offerings
- Insufficient ambassadors: Cannot staff all desired hours (target: 10am-8pm all Villages)
- Marketing reach ~30-40%: Professional materials needed for orientation, campus advertising
- LinC integration stalled: No coordinator capacity for faculty partnership development
- Certificate pathways delayed: No bandwidth for curriculum development work
- Assessment system underdeveloped: No dedicated time for systematic data analysis
- Minimal grant development: Part-time staff cannot research/write competitive proposals
- Limited governance participation: Temporary staff cannot serve on college committees
- School partnerships unstable: No capacity for sustained K-12 relationship building

8. Impact on Disproportionately Impacted Students

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 Villages program serves a student population that reflects De Anza's diversity, with strong representation from disproportionately impacted groups including Black, Filipinx, Latinx, Native American, Pacific Islander, LGBTQ+, foster youth, and first-generation students. Resource decisions directly determine whether we can address the specific barriers these students face.

How Approved Resources Address Specific Equity Barriers

Food Access Removes Class-Based Participation Barriers: Food insecurity affects an estimated 40-50% of community college students, with disproportionate impact on students from low-income backgrounds and communities of color. The Hub partnership and microwaves directly address this barrier. Students study longer, attend more workshops, and focus on coursework rather than hunger. Students have shared that having access to microwaves means they can bring food from home and stay on campus all day rather than commuting home between classes. This infrastructure removes the choice between basic needs and academic engagement.

Success Coaches Provide Culturally Responsive Academic Support: First-generation and underrepresented students often lack the cultural capital and family guidance their peers have. Success Coaches meet students in familiar Village spaces rather than formal office settings, reducing institutional intimidation. Coaches report that students ask fundamental questions in drop-in sessions that they would not ask in formal appointments: questions about belonging, normalizing academic struggle, and how to navigate professor relationships. This low-barrier support addresses confidence gaps and navigation challenges for first-generation students.

Student Ambassador Employment Addresses Economic Barriers: Ambassador positions provide on-campus employment for students who need income to persist. Students juggling multiple jobs can earn money on campus rather than commuting to off-campus work, allowing more time for studying and services. Additionally, peer ambassadors from similar backgrounds signal belonging. When a Latina student sees a Latina ambassador, or a formerly foster youth sees another former foster youth succeeding, it counters deficit narratives and builds identity-affirming community.

How Lack of Resources Perpetuate Equity Gaps

No Permanent Leadership = Inability to Address Systemic Inequities: First-generation students and students from marginalized communities need consistency and relationship continuity. When leadership changes frequently or staff are spread thin, we cannot build trust necessary for students to disclose challenges affecting academic success (housing insecurity, family crises, documentation concerns, mental health struggles). Without a full-time coordinator who can advocate at institutional levels, we cannot address systemic barriers we observe: financial aid processes that disadvantage working students, rigid attendance policies that harm students with caregiving responsibilities, course scheduling that conflicts with work obligations.

No Food Budget = Excluding Students Who Need Support Most: Students from low-income backgrounds are significantly less likely to attend workshops, career panels, or networking events without food - precisely the students who would benefit most from professional development and social capital building. This creates an insidious cycle: events designed to close opportunity gaps inadvertently exclude students facing economic barriers, widening the gap. Students want to attend workshops but cannot when events occur during meal times and they cannot skip meals. This is not about preference; it is about survival economics that middle-class students do not face.

No Evening Hours = Excluding Working Students and Parents: Students with full-time jobs and students with caregiving responsibilities - disproportionately first-generation students, students of color, and older students - can only access services during evenings and weekends. Without sufficient ambassadors for extended hours across all Villages, traditional-age students access support easily while working adults and parents must choose between employment/family obligations and academic support. This structurally disadvantages students already navigating the most barriers.

Targeted Marketing: First-generation students do not automatically know what Villages are, what services exist, or that they are welcome to use them. Students from underrepresented groups may not trust institutional support without multiple touch points and culturally responsive messaging. Without professional marketing budget, we rely on word-of-mouth among already-engaged students. We miss marginalized students not yet connected to campus, those who assume services are not for them, and those without peer networks to learn about resources. Professional outreach materials, multi-lingual signage, and strategic orientation presence could overcome these barriers.

The Equity Contradiction

De Anza's Educational Master Plan identifies Guided Pathways as the central framework for achieving institutional equity goals. The college has committed publicly to closing equity gaps and supporting disproportionately impacted students. Yet the Villages - which bring Guided Pathways to life through accessible, culturally responsive, student-centered support - operate with zero permanent employees and pieced-together temporary funding.

Students from marginalized backgrounds notice when institutions provide unstable, under-resourced support despite stated commitments. They notice inconsistent food availability, inadequate hours for work schedules, and lack of service information.

Approving permanent positions, ongoing food budget, and marketing resources would demonstrate that De Anza's equity commitments are more than words. It would signal institutional recognition that supporting disproportionately impacted students requires sustained investment, not temporary patches. Most importantly, it would ensure that the students facing the greatest barriers to success have reliable, consistent, high-quality support as they navigate higher education.

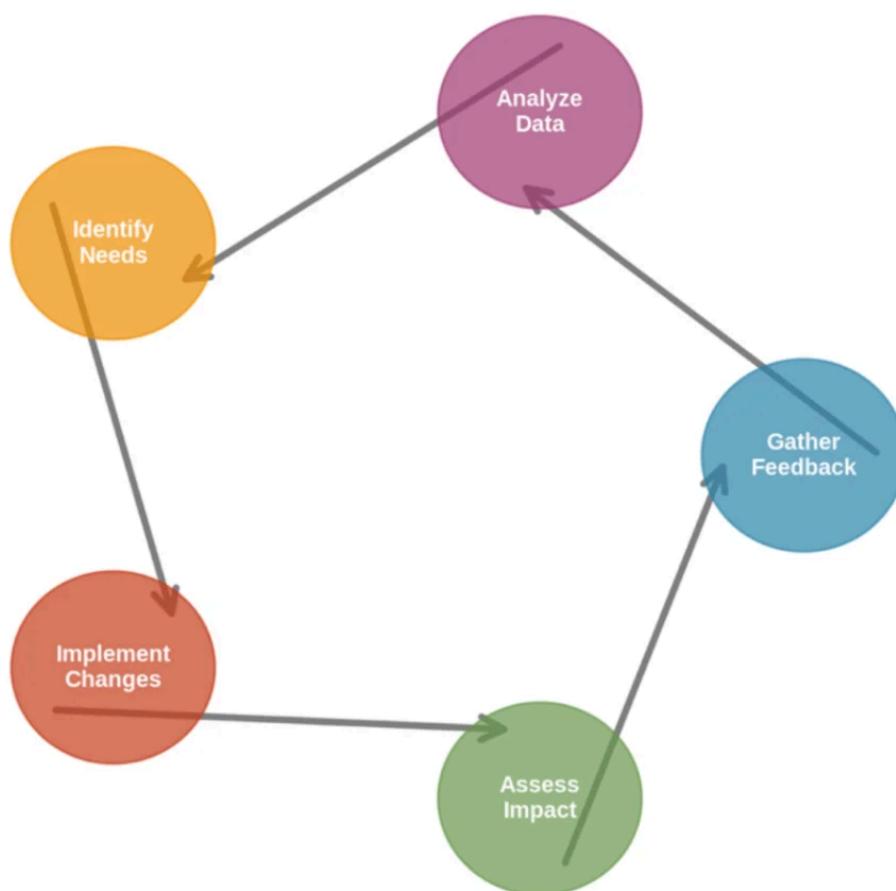
9. Assessment Cycle and Learning Outcomes

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.

The Villages use a comprehensive, multi-method approach to assessing student learning outcomes. Our assessment framework incorporates student feedback into continuous program improvement.

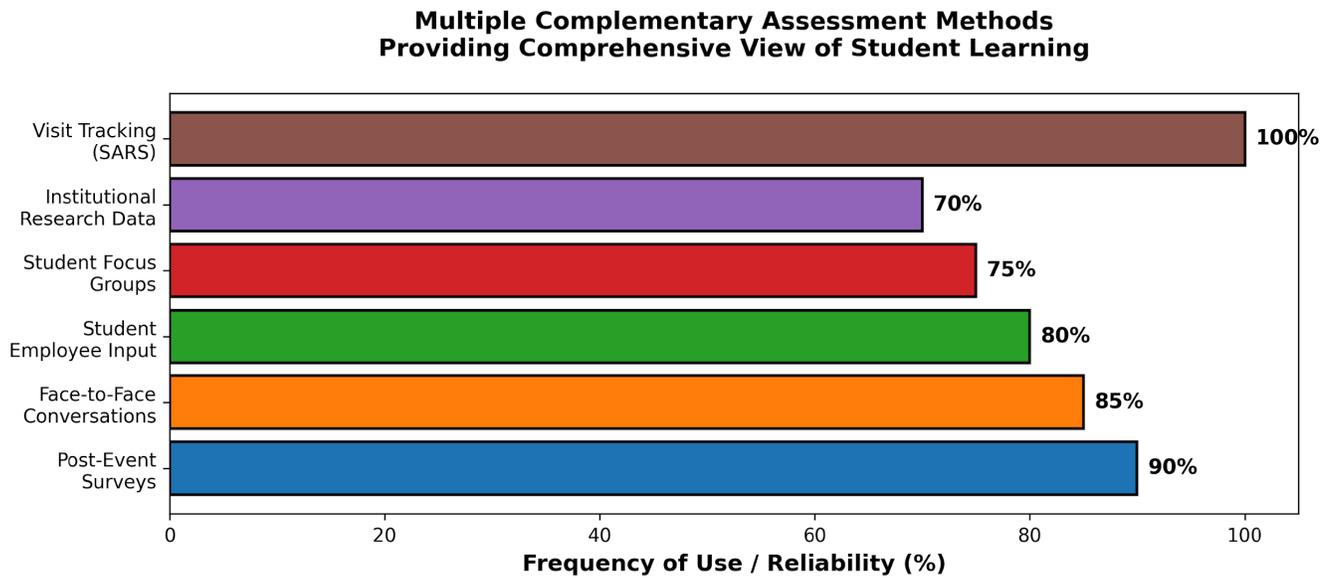
Figure 1: Continuous Assessment & Improvement Cycle

Continuous Assessment & Improvement Cycle



This approach ensures assessment is ongoing, with student voices directly shaping program development. We gather feedback, analyze data, implement changes, assess impact, and identify new needs.

Figure 2: Assessment Methods Utilized (2023-2025)

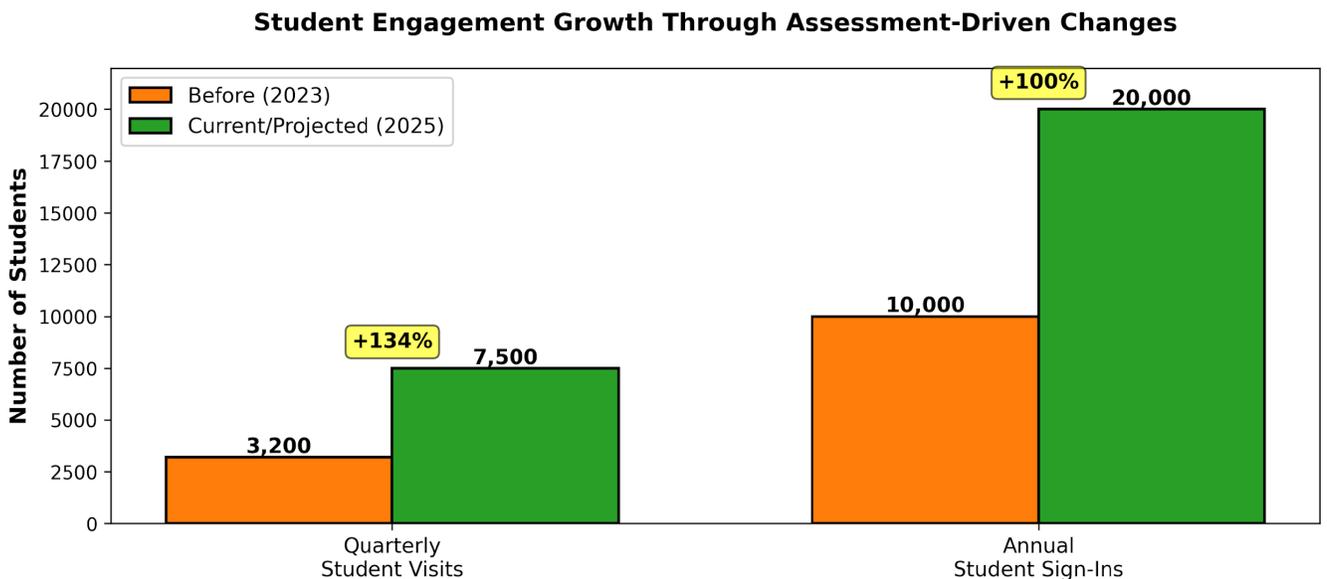


Over two years, we employed multiple complementary methods to gather comprehensive data on learning and effectiveness. Each provides unique insights creating a robust evidence base for improvement.

Assessment Results: Measurable Program Growth

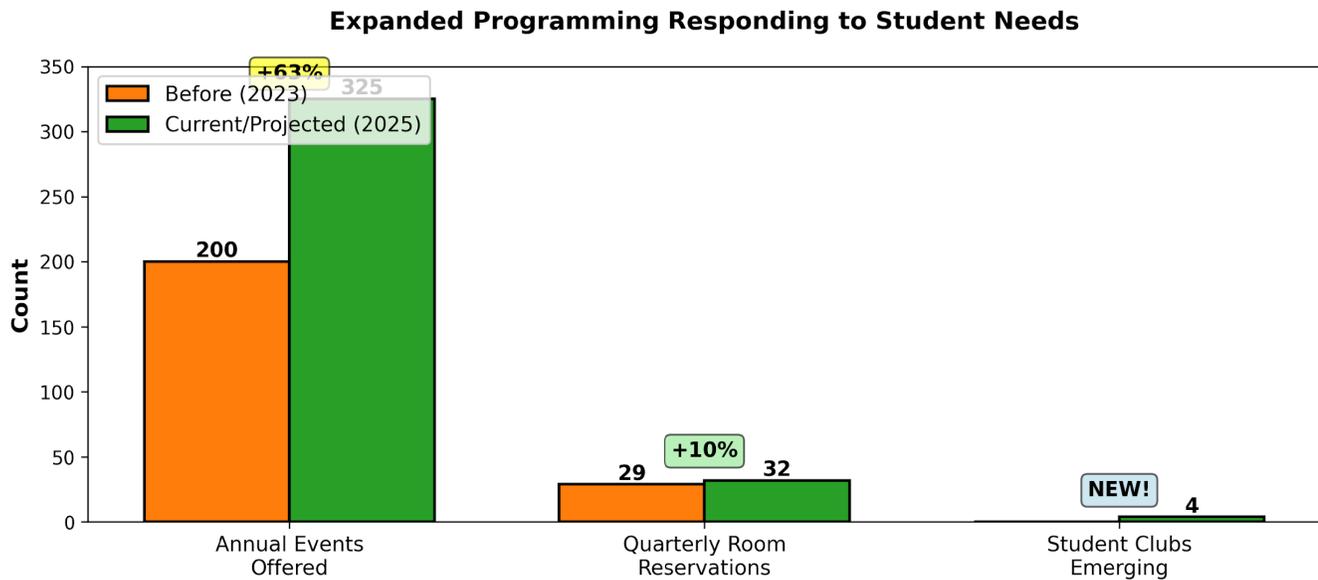
Our systematic assessment approach has produced dramatic, measurable improvements across all key metrics. Student engagement has more than doubled, programming has expanded significantly, and Villages have evolved into student-owned community spaces.

Figure 8a: Student Engagement Growth



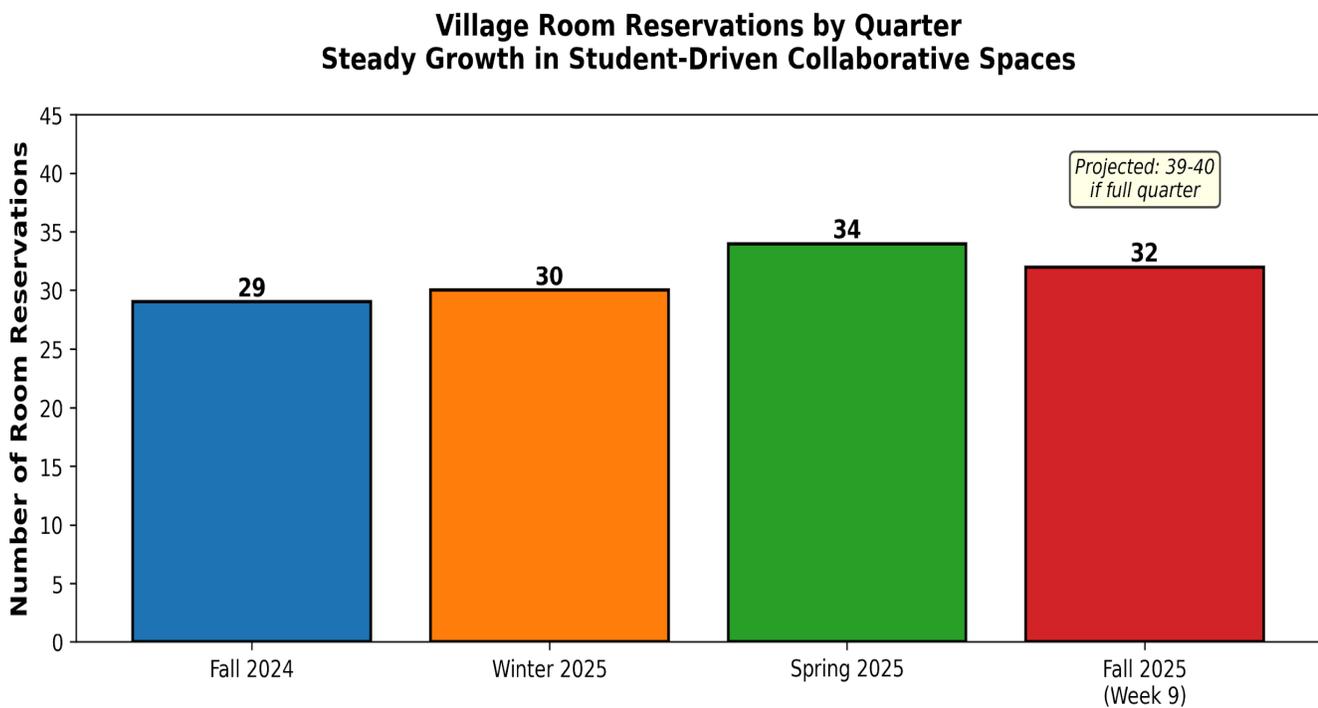
The 134% growth in quarterly visits demonstrates that students are finding authentic value in Villages. This dramatic increase reflects our assessment-driven approach: we listened to student feedback about needing longer hours, food access, and comfortable study spaces, then implemented those changes.

Figure 8b: Programming and Services Expansion



Programming expanded 63% to meet diverse student needs revealed through focus groups and surveys. Students requested more career panels, study skills workshops, and cultural celebrations. The emergence of four active student clubs using Villages validates our assessment finding that students want community-building spaces, not just academic services.

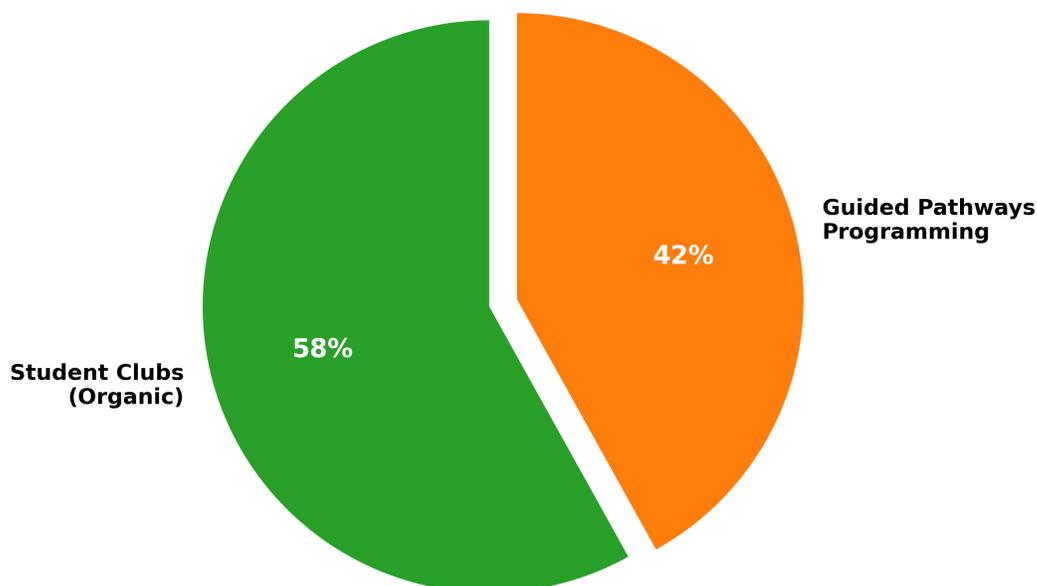
Figure 8c: Quarterly Room Reservations Growth - Student-Driven Demand



Quarterly room reservations grew steadily from 29 to 34 over three quarters, demonstrating sustained student demand. The Fall 2025 data (week 9) shows 32 reservations with projections of 39-40 for a full quarter, indicating Villages are becoming essential student spaces.

Figure 8d: Fall 2025 Room Reservations - Organic Student Ownership

**Fall 2025 Room Reservations Breakdown (Week 9)
58% Student-Initiated Shows Organic Community Building**



The breakdown reveals a critical success indicator: 58% of room reservations are student-initiated. Eighteen different clubs use Villages for meetings and events, with Math Club, Psychology Club, and Muslim Student Association maintaining recurring weekly or bi-weekly sessions. This organic student ownership demonstrates that Villages have become authentic community spaces, not just program-driven venues.

Comprehensive Assessment Summary

The following table synthesizes our assessment cycle, methods, results, reflection, and implemented strategies for Learning Outcome 2: Stay on the Path.

Learning Outcome (SLO, AUO, SSLO)	Method of Assessment of Learning Outcome (please elaborate)	Summary of Assessment Results	Reflection on Results	Strategies Implemented or Plan to be Implemented (aka: enhancements)
<p>Learning Outcome 2: Stay on the Path</p> <p>Students will be able to navigate college structures, services, and resources with increasing self-efficacy, using wrap-around support to address academic and non-academic needs.</p>	<p>Assessment methods employed over the past two years:</p> <ul style="list-style-type: none"> • Post-Event Surveys: Distributed after workshops, panels, and major events to capture immediate student feedback on learning gains, resource awareness, and satisfaction • Student Focus Groups: Facilitated discussions with 	<p>Results demonstrate significant program growth and student engagement:</p> <ul style="list-style-type: none"> • Dramatic Growth in Student Visits: 134% increase in quarterly engagement from 3,200 visitors (Fall 2023) to 7,500 (Fall 2025) • Fall 2024: 4,817 visits → Fall 2025: 5,804 visits (20% increase), projected to 	<p>Assessment findings reveal critical insights about bringing services to students:</p> <p>The dramatic 134% growth in student engagement demonstrates that the integrated Village model is meeting authentic student needs. Students consistently report through focus groups and informal conversations that</p>	<p>Strategies Implemented (2023-2025):</p> <ol style="list-style-type: none"> 1. Extended operating hours by 30+ minutes across all Villages; some offer evening hours 2. Partnered with Hub to establish satellite pantry locations in all six Villages 3. Installed microwaves in all

	<p>diverse student populations to explore experiences, identify barriers, and generate actionable recommendations</p> <ul style="list-style-type: none"> • Face-to-Face Conversations: Ongoing informal conversations with students in Village Centers providing authentic, unfiltered insights into student needs • Student Employee Input: Systematic feedback from our 38+ student ambassadors who serve as both program implementers and student advocates • Institutional Research Data Analysis: Quantitative analysis of retention rates, completion rates, and engagement metrics across student populations • Visit Tracking: SARS system data documenting student engagement with Village Centers over time 	<p>reach 8,000 by end of Fall 2025</p> <ul style="list-style-type: none"> • Annual Impact: 14,000+ total student sign-ins during 2024-25 academic year, projected 20,000+ visits in 2025-26 • Event Participation: 325+ events facilitated annually across all six Villages • Serving over 1,000 unique students per quarter • Room Reservations: Grew from 29 to 32+ per quarter showing sustained student-driven demand • Student Clubs: 18 clubs now actively using Village spaces, with 3 clubs offering regular scheduled programming (Math Club bi-weekly, Psychology Club bi-weekly, MSA Arabic classes weekly at 2 levels) • Overwhelmingly positive qualitative feedback from students regarding Village support and accessibility 	<p>having counseling, academic coaching, financial aid support, and basic needs resources available in familiar Village spaces removes significant navigation barriers.</p> <p>Qualitative feedback consistently emphasizes that first-generation students and working students particularly benefit from this embedded support model. Students report feeling more comfortable seeking help in Village Centers than in administrative buildings.</p> <p>The Hub food pantry partnership and microwave installation emerged directly from student feedback about food insecurity creating barriers to participation and concentration. Students report that addressing basic needs in Village spaces allows them to stay longer and engage more deeply with academic support.</p> <p>However, sustainability concern: This dramatic growth is being managed by ZERO full-time employees. All staff are compensated for only 8 hours per week, creating unsustainable workload and institutional knowledge risks that could undermine student support continuity.</p>	<p>centers (DASG funded)</p> <ol style="list-style-type: none"> 4. Launched Success Coach pilot program (3 Villages, Fall 2025) 5. Expanded to 38+ student ambassadors 6. Brought counseling, financial aid, and support services directly to Villages <p>Strategies Planned (2025-2027):</p> <ol style="list-style-type: none"> 1. CRITICAL: Secure permanent Faculty Coordinator and Classified positions (in RAPP) 2. Expand Success Coaches to all 6 Villages (currently 3) 3. Expand embedded counselors in LC and PST Villages 4. Secure ongoing food budget for 325+ annual events 5. Increase ambassadors for extended hours equity 6. Formalize Student Advisory Board 7. Track disaggregated retention/completion data with IR
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These measurable improvements across student engagement, programming expansion, and organic student ownership demonstrate the direct impact of our assessment-driven approach. By systematically gathering student feedback, analyzing patterns, implementing targeted changes, and measuring results, we have achieved:

- 134% increase in quarterly student visits (3,200 → 7,500)
- 100% increase in annual student engagement (10,000 → 20,000 projected)
- 63% expansion in event programming (200 → 325 annual events)
- 18 different student clubs choosing Villages for regular meetings, with 58% of room reservations being student-initiated
- Organic emergence of 4 student clubs within Villages

The data validates that bringing services to students in familiar Village spaces is highly effective, particularly for first-generation students and working students who face the greatest navigation barriers. Most significantly, the shift from program-driven to student-owned spaces—evidenced by clubs claiming Villages for their own community building—demonstrates authentic belonging and institutional integration.

Note: Additional visual charts demonstrating quarterly growth trends are presented in Question 4 (Changes and Updates).

Please email this form to your dean/manager.

10. Dean/Manager Comments:

Vice President/Associate Vice President Comments:

Guided Pathways has become a core part of how De Anza supports transfer preparation, curriculum clarity, program mapping, and alignment with scheduling. The scale and complexity of this work now require stable faculty coordination. The most immediate need is the permanent Faculty Coordinator position. This role is essential for managing the curriculum and placement implications of AB 928 and AB 1705, maintaining and updating program maps, supporting DegreeWorks integration, and coordinating alignment with instructional divisions and scheduling processes. These responsibilities are continuous and time-sensitive, and they directly influence students' ability to move efficiently through their academic pathways. They cannot be sustained through short-term or minimal-hour assignments.

The Villages continue to grow as high-traffic student spaces that support engagement, belonging, and day-to-day access to direct or referral services. To operate these centers effectively, a permanent classified professional is needed to coordinate Village activities, manage student ambassadors, maintain SARS accuracy, oversee room reservations, and ensure that each center can offer consistent and reliable service throughout the day. The current structure places a significant amount of operational responsibility across many part-time roles, which creates instability in spaces that students are using at increasing and unprecedented rates.

Guided Pathways is identified in the Educational Master Plan as a central framework for the college, and the Villages are where many of the student-facing elements of that framework take shape. To uphold our institutional commitments and support the continued growth of both the transfer-focused work of Guided Pathways and the daily operations of the Village centers, we need the appropriate staffing foundation.

For these reasons, the Faculty Coordinator position must be approved now, and the classified position should follow to stabilize operational capacity. These two roles are necessary to support the work that Guided Pathways and the Villages are expected to carry forward for the college.

Email the form to RAPP tri-chairs.