

De Anza College
Program Review – Annual Update Form – Fall 2025

1. **Department/Area Name:** Pride Center
2. **Name of individual(s) completing the form:** Huy Le and Jamie Pelusi
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).**

[Feedback from 2024 Program Review](#)

- **Mission Statement** – We received feedback that our mission statement contained too much information. However, after considering the feedback, we feel that it is best to leave it as it is. Our mission statement was developed with the support of Veronica Acevedo Avila, our Student Learning Outcomes Coordinator, and we feel that if we remove any content from the mission statement, we will lose out on being able to communicate fully on what it is that we do.
 - **Institutional Research** – The feedback regarding our efforts to work with Institutional Research has been included in this year's Program Review below in Question 9.
 - **Creating more specific goals** – We reviewed our goals in conjunction with the S.M.A.R.T. Goal guidelines and updated them to be more specific, measurable, achievable, relevant, and time-bound. They are reflected in the chart below in Question 5.
 - **Strengthening Institutions Program (SIP) Grant data lag** – This is the reporting cycle for the federal grant; we report one year behind.
4. **Describe any changes or updates that have occurred since your last submitted program review (program review [submissions](#)).**
 - **Expanded opportunities for academic support to students through the Pride Scholars program** – Over the summer we developed this new program aimed to support the academic success and retention of our LGBTQ+ students without the requirement of taking classes within the Pride Learning Community. Pride Scholars offers additional academic and basic needs support services to LGBTQ+ students, advocates, and allies to support the completion of their educational goals in a timely manner by offering additional incentives and resources, consistent academic and personal counseling, intentional

programming through academic and professional development events, as well as recognition at the SSRS (Student Success & Retention Services) and/or Lavender graduations. This program is modeled after a successful program currently being operated at San Diego Mesa College.

- **Political Climate** – There has been ongoing and rapidly increased attacks on our LGBTQ+ community this past year, as well as attacks on other intersectional identities that our students possess. This heightened and hostile political climate has taken a toll on both our students and us as employees. It has imposed an increased workload as we try to stay up to date on the ever-changing legislative and policy landscape, as well as increased feelings of fear and lack of safety for the population in which we serve. Our students have expressed concerns about their basic rights, health care, mental health, financial security, and whether they need to leave the country in order to seek safety. This is especially true for our transgender, nonbinary, and gender expansive community members. Folks are experiencing burnout more rapidly than ever due to everything that they must hold before even stepping foot on our campus.
 - The financial and programmatic impact of the current political climate was directly felt on our campus by the cancellation of the Title III Strengthening Institutions Program (SIP) Grant one year early. This grant has been temporarily funding our Learning Communities Counselor position since August 2022. Thankfully, the college stepped in with emergency funds to cover this position for the 2025-26 academic year, but after Spring 2026 the position will be dissolved unless it becomes institutionalized through the College’s general funds.
- **De Anza Pride Association (DAPA)** – In Spring 2025, we organized our LGBTQ+ Employee Advocacy Group to become an official Affinity Group within the shared governance structure at De Anza College. This is very important because we will now have a seat at the decision-making tables across campus to advocate for our LGBTQ+ students, faculty, staff and community.

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 goals?	What changes have been made based on the assessment?

<p>Building Student Leadership</p>	<p>Expand student leadership opportunities to at least five students per quarter and provide one-on-one and group check-in meetings or training sessions for 8-10 weeks each quarter.</p>	<p>Pride Center Faculty Coordinator</p>	<p>Learning Communities Counselor, HEFAS/VIDA, Student Success Center, LGBTQ+ Staff/Faculty, Equity and Engagement Division Staff/Faculty</p>	<p>A Google folder of agendas, curriculum, flyers, and sign-in sheets for Student Leadership Trainings. Student pre-surveys to assess training needs.</p>	<p>We administered pre-surveys (66% completion rate in Fall 2024) and post-surveys (50% completion rate in Spring 2025), as well as feedback processes through our one-on-one weekly check-in meetings. We also saw three of our student employees from 2024-25 return to work with us in 2025-26.</p>	<p>We have been able to maintain 6-9 student employees working in the Pride Center each quarter from 2024-25 to 2025-26, with three students returning for their second year. We have made changes to a few of the position descriptions after receiving feedback from surveys and previous student employees.</p>
<p>Pride Learning Community</p>	<p>Create and implement a Pride Learning Community cohort program and develop measurable assessment tools to evaluate outreach strategies, student success indicators, and</p>	<p>Learning Communities Counselor, Associate Dean of Learning Communities</p>	<p>Pride Center Faculty Coordinator, Student Success and Retention Services, LGBTQ+ Faculty/Staff, Dean of Equity and Engagement, Language Arts Division, Office of Instruction,</p>	<p>Student surveys, student success rates in Pride Learning Community courses EWRT 1A/ENGL C1000, EWRT 2/ENGL C1001, HUMI 1, COUN 5,</p>	<p>Post-student surveys and feedback and student success rates from Pride Learning Community courses, as well as post-student surveys regarding counseling services provided to students in the</p>	<p>We have been able to integrate more cross-collaboration between our courses in efforts to tie the course content from each class to make them more interrelated to each other. We have also been</p>

	effectiveness of student resources, with findings used to guide future program enhancements.		Administrative Services	CLP 5, ICS 26, COMM 10), and LGBTQ+ embedded curriculum.	learning community. Weekly meetings with instructional faculty teaching classes in the cohort every quarter to address concerns related to student progress.	able to determine the need to modify the timeline of our course offerings for our students to scale up our outreaching efforts in order to successfully recruit more students to the learning community moving forward.
Professional Development for Faculty, Staff, and Administrators	Creating stronger integration within the campus community by providing two "Creating Inclusive Spaces for LGBTQ+ Students" training sessions per year and two "Moving from Comprehension to Compassion: Supporting our Trans, Nonbinary, and Gender Expansive Students" training	Pride Center Faculty Coordinator	LGBTQ+ students, staff, faculty, and administrators, as well as the Office of Professional Development and Partners in Learning Institute	A Google Folder of agendas, curriculum, flyers, and sign-in sheets for Pride Center Trainings, including Division and Department specific trainings. Campuswide surveys to assess priority training needs.	Post-training surveys and feedback processes, as well as increasing numbers of students reporting inclusive experiences across the entire campus.	Based on feedback from participants, we have increased the length of our "Moving from Comprehension to Compassion: Supporting our Trans, Nonbinary, and Gender Expansive Students" training to two hours and expanded the time allocated to talking through scenarios and best practices.

	sessions per year to faculty, staff and administrators, as well as organizing the Queer and Now Conference in the Spring quarter.					
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Progress on Goals:

Goal 1: Building Student Leadership

We have made significant progress in achieving this goal over the past four years. We have grown from having two student employees in 2022-23, to having six in 2023-24, to having about 6-9 students in 2024-25 and 2025-26 (this number fluctuates every quarter based on how many students we have through the Mellon Scholars program). We have been able to sustain the funding for these positions through our one-time state-wide grants (4 students), funds from DASG (2 students), Mellon Scholars (1-3 students per quarter), and our FHDA unrestricted funds (1 student). We hope to continue to fund about four students through our one-time state-wide grants, which have been secured through 2030, as well as the two students we have been able to fund through the DASG budget for the past three years. The Mellon Scholars support is less secure, but we have consistently been able to support 2-3 student interns per year through the program.

Of the post-surveys that we received back (50% completion rate), students rated their confidence in their ability to do their job at a scale of 4.67 out of 5. They cited the weekly one-on-one check-in meetings with the Pride Center Faculty Coordinator, use of shared planning tools, and team meetings/support from co-workers as the top reasons they felt confident and supported in their roles. They cited navigating conflict or communications difficulties with other students (or between other students) in the Pride Center as the top challenge of the role. Multiple students noted that the Queer and Now Conference was one of their proudest moments in their work with us.

Throughout the last year and this year, we collaborated with HEFAS, VIDA, and the Office of Equity to provide weekly training sessions for our Student Leaders. These sessions, which take place on Fridays via Zoom from weeks two through ten of each

quarter, are co-facilitated by the coordinators of all our offices and cover topics that students have identified as areas where they would like extra support.

Having adequate staffing to support the work we are doing to serve our LGBTQ+ students on our campus continues to be a challenge. Since we have not been able to secure institutionalized funding to meet our needs, we have had to rely on student employees and interns, as well as campus and community collaborations.

Goal 2: Pride Learning Community

During the 2024-25 academic year, we have been able to increase the number of students in the Pride Learning Community to 29 students. This increase was made possible by conducting outreach efforts to recruit students at several campuswide events at De Anza College, including College Opening Day, Welcome Day, Enrollment Day, and Summer Bridge, as well as classroom visits on the first day of each quarter where non-affiliated students have shown up to each class and sought out to enroll in them after learning that these courses have an LGBTQ+ focused curriculum, which further piqued their interest in taking these courses and joining our learning community.

We have also made progress with the success rates of our students completing our courses (i.e., EWRT 1A/ENGL C1000, EWRT 2/ENGL C1001, COUN 5, CLP 5, HUM1 1, ICS 26, and COMM 10) through the Pride Learning Community in their first year. We offer courses every quarter to our Pride Learning Community students, where they have completed EWRT 1A/ENGL C1000, COUN 5, and HUM1 1 in Fall 2024, EWRT 2/ENGL C1001, CLP 5, and ICS 26 in Winter 2025, and COMM 10 in Spring 2025. Outside of our class sessions, we also hold weekly team meetings each quarter where our instructional faculty and Learning Communities Counselor gather together to discuss various topics such as students of concern, how to better support our students academically, and integrating cross-collaborations between courses in efforts to make our class assignments and content feel more interrelated to each other, amongst other topics. Since the 2023-24 academic year, we have seen an increase in course success rates for each of our courses in the 2024-25 academic year. For instance, the course success rate in ICS 26 increased from 55% to 80%. We also received positive feedback from students in our learning community regarding the addition of our COMM 10 course offered in Spring 2024, where they have expressed that this class was especially enjoyable due to the nature of this class allowing more feasibility for community-building—a component in which our students appreciated and has made their experience in the Pride Learning Community even more fruitful. The COMM 10 course has also allowed the Learning Communities Counselor to integrate the SSRS End-of-the-Year Ceremony into our students' class session to celebrate each of their achievements in completing their first year in the Pride Learning Community while also providing them with the opportunity to hone their public speaking skills by giving their speeches on stage upon receiving their awards. In addition, we have also administered SGIF focus groups with the LinC co-coordinators in efforts to being more intentional about making the Pride Learning Community more successful for our students. The

feedback we received from our students has provided us with a better sense of what they would like to have more of from the learning community moving forward.

Goal 3: Professional Development for Faculty, Staff, and Administrators

Last year, we offered two trainings on “Creating Inclusive Spaces for LGBTQ+ Students” (12 employees + 1 student and 19 employees + 1 student), two trainings on “Moving from Comprehension to Compassion: Supporting our Trans, Nonbinary, and Gender Expansive Students” (16 employees and 7 employees + 1 student), as well as a training session for the Learning in Communities Summer Learning Institute on the question of “How does our social conditioning of the ‘gender binary’ impact us personally, our students, and our work?” (19 employees). We have also started working on a third training that will help support teaching faculty incorporate more LGBTQ+ themes and content into their curriculum. This training has been partially developed, and a portion of it was piloted in the Learning in Communities Summer Learning Institute in July 2025, but there is still more to finalize before we roll it out campus wide. We have adjusted our goal of having this new training session developed and offered by the end of the Spring 2026 quarter. We have established a collaborative partnership with the Office of Professional Development, which has supported us in the outreach and attendance tracking for our training offerings.

We participated in the Partners in Learning Series again this past year, bringing some of our LGBTQ+ identified students into dialogue with our staff, faculty and administrators to offer their insights and perspectives on how we, as a campus, could better serve our students. We also held a successful 11th Annual Queer and Now Conference, with 175 participants (including 125 students, 42 employees, and 8 community members) attending in person throughout the day. We invited the national Director of Policy and Programs for the Transgender Law Center, Mariah Moore, as our keynote speaker who offered a message of continued strength and unity as we navigate unprecedented attacks against our community.

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 the achievement of the goal?

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7. 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?

Since we have been completing the Program and Comprehensive Reviews, we have put in a request for the Pride/Learning Communities Counselor position, which has yet to be approved. We have previously been able to temporarily fund this position through the Title III Strengthening Institutional Partnerships (SIP) grant funding that De Anza College received, but that grant was cancelled in the Spring of 2025. Thankfully, the college was able to provide emergency funds to cover the position through the end of Spring 2026. However, without institutionalized permanent funding for the Counselor position moving forward, we will lose out on the ongoing support, opportunities, and additional resources that this position provides and be left without a counselor to continue serving students in the Pride Center, Pride Learning Community, Pride Scholars Program, LinC, and other learning communities within SSRS.

In the four years that we have had a SSRS/Pride Center Counselor, we have been able to:

- Establish a Pride Learning Community and grow it from 16 students in AY 2022-23, to 29 students in AY 2024-25, to 32 students in Fall 2025 to Present.
- Engage with 48 LGBTQ+ students and 152 minority students in AY 2022-23 and engage with 93 LGBTQ+ students and 118 minority students in AY 2023-24 (data for 2024-25 will be finalized in the Spring quarter due to a lag in reporting).
- Hold 207 counseling appointments with students in AY 2022-23, 273 counseling appointments in AY 2023-24, and 288 counseling appointments in AY 2024-25.
- Host 10 workshops for students on topics such as: How to Begin Your Transfer Process; Résumé Building; College Major and Career Exploration; Navigating the UC Transfer Admissions Process; CSU Application Process for Transfer Students; Time Management and Study Skills; De Anza Campus Resources for Students; Basic Needs and Community Resources; Overview of UC Personal Insight Questions; and UC/CSU Application Walk-in Clinic.
- Support 6 classes in the Learning in Communities (LinC) program.
- Support 5 classes in the Pride Learning Community cohort.
- Teach 2 classes per year in the Pride Learning Community cohort (.022 teaching load per quarter).

- Co-coordinate 2 college tours with other SSRS Counselors in 2023-24 and 2024-25, coordinate 1 college tour in 2023-24, and coordinate 2 college tours in 2025-26 (one in Fall 2025 and one planned for Winter 2026).

SIP Grant Data: (*Note: Our grant reported data has a year lag due to the reporting date being in April of each year, so the data below is as updated as we have)

- **Objective 2b:** By September 2026, the EPIC Center Counselor will serve 200 students from the LGBTQ+ community and 600 students from minority backgrounds from a 2020-21 baseline of zero.
 - 2022-23
 - Our goal for Objective 2b (for 2022-23 only) was 50 LGBTQ+ students; 350 Minority students
 - Our actual for Objective 2b (for 2022-23 only) was 48 LGBTQ+ students; 152 Minority students
 - 2023-24
 - Our goal for Objective 2b (for 2023-24 only) is 100 LGBTQ+ students; 450 Minority students
 - Our actual for Objective 2b (for 2023-24 only) is 93 LGBTQ+ students; 118 Minority students
- **Objective 7:** By September 2026, 40% of students in the targeted population (8,983 unduplicated students) will access services in the EPIC over a 2020-21 baseline of 0%.
 - 2022-23
 - Our goal for Objective 7 (for 2022-23 only) was 1,348
 - Our actual for Objective 7 (for 2022-23 only) was 1,371
 - 2023-24
 - Our goal for Objective 7 (for 2023-24 only) is 2,067 (20%)
 - Our actual for Objective 7 (for 2023-24 only) is 1,499 (15%)

While we are proud of the accomplishments we have achieved thus far, we are just starting to build momentum within the Pride Learning Community and know that we can continue to grow and achieve more year after year. Ending the position now and having to restart with less resources at a future date would be a waste of all the work we have put in over the past four years. This is especially true for our students who will also lose their connection with the Counselor that they have been working with these past four years as well.

Additionally, we have found that the Pride Learning Community has different needs and access issues compared to our other learning communities. We have not been able to copy and paste the model that has been successful for other learning communities based on ethnicity or race. LGBTQ+ students are not always “out” to their families, and many are fearful of having the “LGBTQ+” or “Pride” label on their academic records or other formal documents, as they do not want their families to know

about this aspect of their identity. When we do outreach at events such as College Opening Day, Welcome Day, and Enrollment Day, we have seen some students not want to engage with us when they are with their families due to having to “out” themselves in the process. This has also been the case when we have cold-called students on the phone. On top of this barrier, we do not have access to a comprehensive list of students to contact who have self-described as LGBTQ+ on their applications, as LGBTQ+ identity is a protected status. Our outreach efforts for the Pride Learning Community have been impacted by all these factors, as well as the fact that this position is also responsible for supporting other learning communities outside of the Pride Learning Community cohort. Therefore, it has been challenging to scale up the number of students joining the Pride Learning Community.

Despite these challenges, we are learning and adapting year by year to figure out the best ways to connect with and engage our LGBTQ+ students, as well as rethink the way that the learning community is structured. For example, this past Fall, we met with our instructional faculty who have been teaching in the cohort and determined a new course sequence that pushes the ENGL C1000 and C1001 courses back one quarter to the Winter and Spring quarters (currently they are taking place in Fall and Winter), which would give us the Fall quarter to do more on-campus recruitment. It is changes like these that we have been able to identify and act on each year based on the unique needs and experiences of our LGBTQ+ students, but this process takes time.

As this position has become more established, we have been able to scale up our academic offerings to students. In the summer of 2025, we applied for and received the President’s Innovation Award to kickstart our Pride Scholars program. Through this program, we are able to further expand our academic support for students who are already in the Pride Learning Community as well as those who are unable to make the full commitment required to be a part of the year-long cohort. If we lose the Counselor position, we will not be able to continue to offer this expansion of academic services next academic year, nor will we be able to continue to scale it up. We have also been able to offer college tour experiences to our wider Pride Center community through the coordination efforts of our Pride Learning Community Counselor. Students have been able to visit several 4-year universities including UC Santa Cruz, UC Berkeley, UCLA, UC Irvine, UC Santa Barbara, and CSU Long Beach. By losing this position, we would no longer have the capacity to continue coordinating and providing these invaluable educational opportunities to our LGBTQ+ students as well as our other disproportionately impacted students at De Anza College.

- 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.**

National data show that LGBTQ+ students are at higher risk for experiencing housing insecurity, family rejection, and mental health challenges (e.g., anxiety, depression, suicidal thoughts/attempts) compared to their non-LGBTQ+ peers. These statistics are compounded when you add in other intersectional identities that our LGBTQ+ students hold such as being a person of color, having a disability, being undocumented or from a mixed status family, experiencing contact with the criminal justice system, being a veteran, etc. It would be a huge blow to the support and resources that we have been providing for our LGBTQ+ students at De Anza if we lose this position. By having a dedicated Counselor within our Pride Center and running our Pride Learning Community, we have been able to provide direct support services to our LGBTQ+ students through drop-in counseling appointments and building relationships with students who visit the space for other reasons. With consistently growing engagement, including nearly 9,000 annual Pride Center sign-ins, as well as expanding participation across Pride Scholars and LinC-supported classes, the need for sustained, specialized counseling support is both measurable and urgent (see data above in Question 5, Goal 2).

Students' voices reaffirm that culturally responsive, identity-affirming counseling is not simply beneficial but foundational to their academic persistence, sense of safety, and ability to fully engage. Below are two examples of student testimonials regarding the impact that these resources (Pride Center, Pride Center Faculty Coordinator, and Pride Center Counselor) have had on their experience at De Anza thus far:

1. *“Having a counselor who understands the specific experiences of LGBTQ+ students on campus is important because there are things that LGBTQ+ students go through that are wholly unrelatable to non LGBTQ+ counselors. That’s not to say that non LGBTQ+ counselors are worse or unable to help, but some topics are handled with more care and respect when two members of the same community can connect. And in my personal experience, despite diversity training, most counselors do not ask students for their pronouns or terms of address, instead taking them at face value and defaulting to ‘miss’ or ‘mister’. I am a student who doesn’t use any of those terms because they are incongruous to my gender identity, and it can feel as if the people who are there to help me, do not actually care about respecting my identity outside of ‘student’. But what if the issue I need help with is regarding gender, or gender affirming care, or other topics related to being an LGBTQ+ community member? Say for example, what if I were dealing with a fellow student not respecting my pronouns or identity? I would prefer to speak to someone who can understand that instead of someone who forgets gender expansive individuals exist- of course not out of malice, but simply not being used to thinking outside of that box. Not to mention, for students who have dysphoria, thoughtless language can lead to unnecessary discomfort and discourage them from speaking to counselors in the future. I am not someone who will stop seeking help because of one bad experience, but it can be discouraging and uncomfortable. Lastly, it is important to have a dedicated Pride Counselor to show solidarity with the LGBTQ+ community on campus.*

Without the Pride Center at De Anza and all the hardworking individuals who staff it, I do not think I would feel as welcomed on campus.”

- 2. “Transgender students like me face significant challenges going up to counselors who either don't understand at all, or not fully, or may be functioning with unconscious biases or not recognizing particular challenges that exist. Pride center is a safe, welcoming, and supportive environment for me, and many students - precisely why I frequent the pride center over other centers. Here, I don't have to set the scene, or provide context, or over explain or justify myself about my identity, sexual orientation and other factors during a counseling session, limiting my academic success. Hence, it is not just important, it is paramount, and an absolute necessity for us to have a dedicated Pride Counselor for our LGBTQ+ community at De Anza College. In fact, I think this is one of the smartest, and trailblazing undertaking that De Anza college has done, setting the right example and leadership.”*

As listed above in Question 7, this Counselor position also supports disproportionately impacted students outside of the LGBTQ+ community. These include students in the Learning in Communities (LinC) cohort program as well as students in other learning communities within SSRS (Puente, Umoja, IMPACT AAPI, First Year Experience, Rising Scholars). By not institutionalizing this position, students in these learning communities would no longer have direct access to counseling support services that have already been established and provided in their cohort programs (e.g., drop-in counseling hours, workshops, academic, career and transfer counseling, assistance with course selection and registration). Furthermore, our instructional faculty teaching our LinC-embedded courses would also be left with no counselor to assist them with case-managing our students, developing student intervention strategies, monitoring student progress, etc., all of which are integral to ensuring the success of our students.

- 9. Refer 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)

<p>Learning Outcome (SLO, AUO, SSLO)</p>	<p>Goal 2: Offer LGBTQ+-focused workshops, events, and resources that are relevant to the student population.</p> <ul style="list-style-type: none"> • Learning Outcome: Students will be able to provide feedback to the Pride Center on what workshops, events, and resources they will find relevant and useful. Student leaders will assist in the co-creation of events.
<p>Method of Assessment of Learning Outcome (please elaborate)</p>	<p>Goal 2 Assessment: Quarterly surveys will be given to students to assess the current offerings and identify additional needs.</p> <ul style="list-style-type: none"> • We have also worked with Institutional Research to begin the process of developing a survey that could be administered across campus.
<p>Summary of Assessment Results</p>	<p>Pride Center SARS Data:</p> <p>2023-24:</p> <ul style="list-style-type: none"> • Total Counts: <ul style="list-style-type: none"> ◦ Unduplicated: 296 ◦ Individual sign-ins: 6,763 • Breakdown by ethnicity: <ul style="list-style-type: none"> ◦ Asian – 91 ◦ Black – 14 ◦ Filipinx – 24 ◦ Latinx – 72 ◦ Native American – 4 ◦ Pacific Islander – 2 ◦ Unreported – 13 ◦ White – 65 • Low-income – 102 <p>2024-25:</p> <ul style="list-style-type: none"> • Total Counts: <ul style="list-style-type: none"> ◦ Unduplicated: 343

- o Individual sign-ins: 8,873
- Breakdown by ethnicity:
 - o Asian – 100
 - o Black – 15
 - o Filipinx – 32
 - o Latinx – 72
 - o Native American – 3
 - o Pacific Islander – 1
 - o Unreported – 30
 - o White – 72
- Low-income – 95

September 1 to November 30, 2025:

- Total Counts:
 - o Unduplicated: 125
 - o Individual sign-ins: 1,697
- Breakdown by ethnicity:
 - o Asian – 42
 - o Black – 7
 - o Filipinx – 11
 - o Latinx – 18
 - o Native American – 2
 - o Pacific Islander – 1
 - o Unreported – 7
 - o White – 35
- Low-income – 36

Surveys: We administered surveys through the Pride Center listserv in December 2024 (24 respondents) and Spring 2025 (14 respondents). Through these surveys, we were able to get a pulse of what students were wanting from us in terms of events, resources, and support. Some of the things that stand out from those surveys include:

- Fall 2024 survey:
 - o Students identified their favorite events as those that centered on community building, identity affirmation, and de-stressing (ex's Chosen Family Diner, National Coming Out Day, and Animal

Therapy). They also mentioned wanting to do more collaborative events with other programs/Centers, animal therapy events, community gatherings, activism events, as well as screening queer films.

- Students identified wanting to attend resource workshops on accessing mental healthcare, accessing health insurance, and vocal training.
- A little over half of respondents asked for virtual workshops including game nights and movie nights.
- For our Queer and Trans Students of Color programming, students wanted to see art-related events and QTPOC (queer and trans people of color) guest speakers.
- For our Queer and Now Conference, students identified “Navigating Current Political Climate as a LGBTQ+ Person” and “Building Queer Community” as the top two themes to focus on, and they identified LGBTQ+ Mental Health, Queer Sexual Health/Relationships, and Queer Storytelling as their top choices for workshop topics.
- Spring 2025 survey:
 - Students identified the following as the most used resources on campus; Food Pantry/Resource Hub, Mental Health services, and Disability Services.
 - Students identified transportation resources, school supplies, self-care resources, on and off-campus mental healthcare, and food as things they are most in need of.
 - They mentioned wanting to have a comprehensive space to learn about resources on and off campus. A few students also reported that they learned about resources that they weren’t aware of through the survey itself.
 - There was a lot of interest in having our Student Peer Navigator host office hours to support students in connecting to resources.

Student Leadership: We have had 6-9 student leaders per year that support us in the co-creation of events at the Pride Center.

- Student leaders co-created 55 of the 89 events we hosted through the Pride Center in the 2024-25 academic year:
 - October 2024 – 17 events – 10 co-led by students – 3 collaborations (HEFAS, Mental Health and Wellness Center, and Creative Arts Village)
 - November 2024 – 13 events – 9 co-led by students – collaboration with Mental Health and Wellness Center
 - December 2024 – 4 events – 3 co-led by students – 3 collaborations (HEFAS, Mental Health and Wellness Center, and Black Student Union)

	<ul style="list-style-type: none"> ○ January 2025 – 7 events – 4 co-led by students – collaboration with Mental Health and Wellness Center ○ February 2025 – 18 events – 12 co-led by students – 3 collaborations (Mental Health and Wellness Center, Self-Defense Class, Student Success Center) ○ March 2025 – 11 events – 6 co-led by students – 4 collaborations (Office of Equity, Introduction to LGBTQ+ Studies class, MOMENTUM Series, Equality California) ○ April 2025 – 5 events – 1 co-led by students – 2 collaborations (Office of Equity and CCC LGBTQ+ Summit) ○ May 2025 – 5 events – 5 co-led by students – 1 collaboration with HEFAS <ul style="list-style-type: none"> ▪ Queer and Now Conference – Thursday, May 8, 2025 – 175 attendees ○ June 2025 – 9 events – 5 co-led by students – 3 collaborations (Foothill College, Black Student Union, True Voice)
<p>Reflection on Results</p>	<p>We used the feedback provided from our Fall 2024 Survey to guide our event and program planning for the Winter and Spring quarters. We made sure to focus our efforts on community building, identity affirmation, and de-stress events, as well as events that highlighted the resources that students said they wanted more information about. We adjusted our Event Coordinator and QTPOC (Queer and Trans Persons of Color) Event Coordinator student employee positions to place extra emphasis on collaboration. We also brought in community experts to provide resource focused workshops on accessing health care and gender affirming vocal training.</p> <p>We attempted to hold virtual events in the Winter quarter but did not have any students show up to them. Through further investigation, we have heard from students that they preferred to attend less formal online activities such as gaming sessions on Discord during the evenings. However, this is not something that we currently have the capacity to do, so we will continue to explore what kind of virtual events we can offer that will be of interest to students.</p> <p>We used the student input on the Fall 2024 Survey to guide our planning for the 2025 Queer and Now Conference. We brought in Mariah Moore, National Director of Programs and Policy for the Transgender Law Center, to provide a keynote address on navigating the current political climate, especially as a transgender, nonbinary, or gender expansive person. Our afternoon workshop focused on Building Queer Relationships, of all kinds including romantic and platonic, to build up community during these difficult times when LGBTQ+ rights are under attack.</p> <p>We used the feedback provided in the Spring 2025 resource survey to inform the development of our Pride Scholars Program and other related conversations to increase mental health support for our student</p>

	<p>community. We adjusted the job description for our Peer Navigator position to include office hours, as well as prioritizing the creation of resource binders to organize and house all our physical fliers and brochures. We updated our Student Resources subpage on our website to include additional resources and added a "Question or Suggestion" box on our main page where students can provide feedback to us at any time throughout the year.</p>
<p>Strategies Implemented or Plan to be Implemented (aka: enhancements)</p>	<p>Although we added a "Question or Suggestion" box to the main page of our Pride Center website, we have not seen many students using that as a feedback mechanism, as it has been used by only two students since we added it. We plan to create a flier, showcasing this feature on our website, and post in our weekly newsletter through our social media channel as well as within our physical space to ensure that more students know that this option is there and direct them to it for any suggestions they may have. We are also considering adding a physical suggestion box within the Pride Center itself.</p> <p>While we find it useful and important to conduct these internal surveys to get feedback from the students who are on our listserv and frequent our physical space, we have noticed that some of the most useful and authentic feedback has come from conversations that our student leaders have with their peers. Through one-on-one and team meetings with our Student Employees, we have been able to be flexible and responsive to our community throughout the year.</p> <p>A challenge that we face in our work with LGBTQ+ students is around data collection with vulnerable populations. There is an underlying tension between accurately assessing the numbers, needs, and challenges of our LGBTQ+ students with ensuring the safety and protection of this population. We do not have access to easily ready and complete data because the reporting mechanisms that currently exist do not offer disaggregated data on LGBTQ+ students across the campus, due to the protected status of sexual orientation and gender identity data. All the data we currently have comes from data we have collected from the students who are already connected to us because they use the Pride Center or are part of the Pride Learning Community or Pride Scholars. However, we do not currently have a mechanism to receive feedback from other students across the campus who do not know about our Pride Learning Community and Pride Scholars programs or do not use our Pride Center space, events, and resources for whatever reason (including lack of time, safety and "outing" concerns, or other factors). In the Spring of 2025, we started deeper conversations with Institutional Research to come up with a survey that could be administered across campus to increase our feedback reach. We finalized the first draft of survey questions over the summer and received feedback from our community during the Fall 2025 quarter. We are working on the final edits and will be sharing the Survey Monkey link out widely in Winter 2026. We hope that these efforts will provide us with</p>

	useful feedback on the best ways to reach and support LGBTQ+ students across our campus, especially those who we don't currently have contact with.
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Please email this form to your dean/manager.

10. Dean/Manager Comments:

The Pride Center Faculty Coordinator and Pride Learning Community Counselor did a thorough job of detailing the amount of new initiatives undertaken in response to student need, while continuing to remain focused on some core goals that will allow for continued expansion of LGBTQ+ programming, resources and services under the Pride Center. I want to echo and emphasize the necessity of the Learning Communities Counselor as an anchor to the academic services that have been invested in—both by the college and the federal government—and continues to develop through the Pride Scholars/Pride Learning Community program. Not having a full-time, tenure track position that will be able to further develop and adapt the program will not only result in these efforts falling flat, but it also removes much needed assistance and oversight in that area to support the Pride Center Faculty Coordinator.

I'd also like to address a broader data challenge—not only for vulnerable populations (as noted above), but for programs like ours that operate across both instruction and student services. We lack integrated systems that can accurately and consistently capture our impact. Precision Campus, for example, only tracks success data for students enrolled in our Pride Learning Community cohort courses. As a result, it's difficult to assess how the rest of our programming supports retention and success.

This makes it challenging for these programs to demonstrate alignment with campus-wide strategic goals and to show how they're contributing to equity gains. Often, the data they are asked to produce isn't what best reflects their work. Consequently, these programs are perceived as lacking sufficient—or meaningful—data, which undermines their ability to advocate for needed resources.

This is an issue that RAPP must address in the next cycle of program reviews and personnel requests.

11. Vice President/Associate Vice President Comments:

The Pride Center continues to provide essential academic, counseling, and community support for LGBTQ+ students, particularly those who face intersecting barriers related to housing insecurity, family rejection, and mental health. The expansion of the Pride Learning Community and the launch of Pride Scholars have strengthened student persistence, engagement, and sense of belonging.

Student leadership development, culturally responsive programming, and high participation in workshops and events demonstrate strong impact and demand. However, the continued absence of permanent funding for the Pride Learning Community Counselor threatens program stability and long-term growth. Institutionalizing this position is essential to sustaining academic support, equity gains, and student success outcomes.