

View results

Respondent

10 Kim Palmore

223:00

Time to complete

Program Information

1. Program or DASG Account Name: *

Guided Pathways--Villages

2. Is this a new DASG account? *

Yes

No

3. Please enter your DASG Account Number: *

41-56380

Line Items (Object Codes)

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

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

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

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

2310 Student Salary

Must also request 3200 Hourly Benefits if requesting Student Salary. Ensure that the requested amount and description align with FHDA's Student Pay Levels and other applicable guidelines. Must adhere to FHDA Student Pay Levels as stated at <https://www.deanza.edu/financialaid/types/studentjobs.html>

5. 2310 Student Salary Amount *

Please round up to the nearest whole number.

Please enter a whole number

6. 2310 Student Salary Description *

3200 Hourly Benefits

Required if Student Salary has been requested. Ensure that the requested amount and description align with FHDA's Student Pay Levels and other applicable guidelines.

Use a rate of 1.52% of Student Salary for Student Employee Benefits.

7. 3200 Hourly Benefits Amount *

Please round up to the nearest whole number.

Please enter a whole number

8. 3200 Hourly Benefits Description *

Title Total X percentage Cost
Admin Asst II- GP Villages 76274x 1.52

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

- 4010 Supplies
- 4013 Promotional Items
- 4015 Food
- 4060 Printing
- 5214 Professional Services
- 5510 Conference and Travel
- 5520 Field Trips
- None

4010 Supplies

No General Office Supplies

10. 4010 Supplies Amount *

Please round up to the nearest whole number.

600

Please enter a whole number

11. 4010 Supplies Description *

Supplies for student-run weekly hangouts in each of the six Villages

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

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

4013 Promotional Items

(Reusable Banners)

13. 4013 Promotional Items Amount *

Please round up to the nearest whole number.

Please enter a whole number

14. 4013 Promotional Items Description *

Sportpacks - Qty 250 - \$494.56 (\$1.97 each) Edwin's award winning design
Frisbee Qty 200- \$377.95 black frisbees yellow/gold "Discover Your Village" graphic.
Pens: Village's pens 1000 - 500.00

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

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

4015 Food

Not for Conference and Travel; for all Conference and Travel expenses, including meals, use Object Code 5510.
(Must adhere to district Administrative Procedure 6331, <http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=AKVUKX7C7F98>)

16. 4015 Food Amount *

Please round up to the nearest whole number.

Please enter a whole number

17. 4015 Food Description *

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

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

4060 Printing

(Flyers, posters, programs, etc.)

19. 4060 Printing Amount *

Please round up to the nearest whole number.

Please enter a whole number

20. 4060 Printing Description *

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

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

5214 Professional Services

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

22. 5214 Professional Services Amount *

Please round up to the nearest whole number.

2000

Please enter a whole number

23. 5214 Professional Services Description *

Guest speaker, theater performance, music groups, career workshop panel professionals

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

- 5510 Conference and Travel
- 5520 Field Trips
- None

Request For Information (RFI)

Description:

Please provide comprehensive details about your program.

Public Disclosure:

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

Please redact any Personally Identifiable Information (PII).

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

The De Anza College Guided Pathways Initiative provides integrated academic and support services to help all students explore, plan, and stay on their path to achieving their educational goals. At the heart of Guided Pathways are six Village Centers, launched in February 2023, which create welcoming hubs where students can build community around shared academic and career interests.

The Village Centers are vibrant spaces designed specifically for students, places where they can study, hang out with friends, attend workshops and events, meet with faculty and staff, host club meetings, and connect with peers who share their educational interests. Students can think of their Village as their home base on campus! In the 2024-25 academic year, we welcomed over 14,000 student sign-ins, and students consistently tell us they feel more connected to campus resources and more confident in their academic plans after engaging with their Village.

What makes Villages special is how we bring everything together in one place. Each Village integrates counselors, advisors, peer mentors, and financial aid support into dedicated, identifiable spaces tailored to students' areas of study. We work closely with other campus programs to support students without duplicating services—our goal is to make the college experience smoother and more connected.

We're especially committed to fostering a positive campus climate where every student feels welcomed and supported. Our Villages serve as equity-focused spaces to promote the well-being of students across campus. We actively work to remove barriers and create pathways to success, regardless of background or circumstances.

Our Villages work in coordination with—but do not duplicate—services provided by other campus programs and offices, ensuring students get comprehensive support tailored to their unique needs and goals.

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

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

We're excited to share several new initiatives launched this year to better support student success!

Student Academic Success Coaches

New for this year, we've added dedicated success coaches in each Village who provide personalized, one-on-one support to help students overcome obstacles, develop academic strategies, and stay connected to their goals. These coaches are here specifically to help students thrive, not just survive, at De Anza.

Expanded Student-Created Hang-Out Events

We've revised and expanded our twice-weekly hang-out events in each Village, now designed and led entirely by students. These events reflect what students want to do—whether that's game nights, study sessions with snacks, creative workshops, cultural celebrations, or just a chance to decompress with peers. These aren't formal programs; they're authentic spaces where students can be themselves and build community on their terms.

Seven-Goal Strategic Plan

Most significantly, we've developed and begun implementing a comprehensive seven-goal strategic plan to enhance Village Centers over the next two years:

Goal 1: Integrate LinC learning communities, OER/ZTC resources, Village Centers, student clubs, and stackable Village certificate pathways to create connected learning environments that promote directed pathways leading to career-ready certificates and transfer/degree completion. (Beginning)

Goal 2: Establish a process to auto-award certificates and degrees, offering student-centered services so students don't have to request their credentials if they've completed requirements. (In progress)

Goal 3: Integrate subject-expert embedded counselors into the Language and Communication (LC) and Physical Sciences and Technology (PST) Villages to provide essential support for students struggling in English and math. (Planning)

Goal 4: Integrate student subject success coaches into all six Village Centers to provide face-to-face support for students struggling with course work (currently in three-village pilot, expanding to all Villages in 2026-27).

Goal 5: Implement weekly, one-hour Village-hosted events in each center using targeted strategies that emphasize the six student success factors, offering directed, focused, and nurturing opportunities for students. (implemented)

Goal 6: Welcome all students to their respective Village through partnerships with middle schools and high schools, including directly emailing and inviting high school students to join a Village specific to their academic interests. This personalized approach aims to cultivate interest in higher education among historically underserved populations and foster a sense of belonging within the college community. (Near completion)

Goal 7: Update scheduling practices to increase timely completion through a joint effort between the Office of Instruction, Guided Pathways, and instructional departments. This includes reviewing degree and certificate requirements, optimizing course scheduling based on enrollment demand and course-taking patterns, and aligning course scheduling with program maps to remove roadblocks and reduce course cancellations. (in progress)

This strategic approach establishes Village Centers as transformative spaces that foster student engagement, provide accessible educational resources, and build supportive communities.

27. Enrollment Overview *

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

Guided Pathways adds ALL students enrolled at De Anza to a Village based on their program of study. We currently serve approximately 16,000 students across all six Villages.

We serve the entire student population at De Anza, yet our services are intentionally designed to provide extra encouragement and resources to students who need additional support. This includes first-generation college students, students from underrepresented communities, students facing food or housing insecurity, international students, non-traditional students, and anyone navigating barriers to their educational success.

Our Villages create a welcoming environment where every student can find their place and access the support they need to succeed.

28. Attach any relevant enrolment documents

Attachment Guidelines:

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

Public Disclosure:

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

Please redact any Personally Identifiable Information (PII).

No answer provided.

29. Program Marketing and Promotion *

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

Guided Pathways conducts wide-reaching, multimedia marketing through the college website, Canvas, Instagram, email, events, flyers, and promotional items. We also target marketing to and tailor services for populations most impacted by equity gaps.

However, we face a significant challenge: we seemingly are no longer able to get promotional supplies through the Communications office, yet our student population turns over approximately every two years. This means we need to actively reach and engage new students each year to ensure they know about Village resources and feel welcomed to use them.

Our marketing efforts also include the following strategies:

Presenting at orientations for Umoja, Puente, LEAD, International Students, and other programs
 Playing a central role in Welcome Day, collaborating extensively with Communications
 Hosting Village open houses and collaborating with Outreach & Relations with Schools
 Leveraging student focus groups and campus partnerships to engage historically underserved communities
 Creating student-designed promotional materials that reflect authentic student voices

To continue effectively reaching students, we're requesting funding for promotional supplies to distribute at events. These items, such as stickers, pens, water bottles, and other useful items branded with Village information, serve as tangible reminders that Villages exist and are here to support students

30. Reflection and Feedback *

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

Guided Pathways Villages place a high priority on student feedback as a critical driver of continuous improvement. We employ multiple methods to gather feedback, including post-event surveys, institutional research data, face-to-face conversations, student employee input, and research intern projects.

Examples of Feedback We've Received

Our students have been vocal about what would enhance their Village experience. We've heard consistent requests for extended Village Center hours, particularly early mornings and late afternoons, with some students requesting evening hours to accommodate work schedules. Students have asked for additional workshop topics, especially academic support for challenging courses and targeted exam preparation. There's been strong demand for more informal, student-run social events.

One of the most significant pieces of feedback concerns food insecurity. Students have shared their struggles with accessing adequate nutrition while balancing academic demands, work, and financial constraints. Many expressed that having food available at Village events would remove a barrier to participation. Students told us that hunger affects their ability to concentrate in workshops and engage with peers, highlighting food access as a critical equity issue that directly impacts student success and belonging.

Additional feedback includes requests for better promotion of campus opportunities like study abroad programs, flexible scheduling for working students, improved communication about Village events, and peer study groups for challenging courses.

Actions We've Taken

In response to this feedback, we've implemented several significant changes.

We've extended Village Center hours by at least 30 minutes in the morning and afternoon. Some Villages offer evening hours to accommodate students with work and family obligations.

We created new student academic success coach positions embedded within each Village to provide personalized, pathway-specific support.

We've launched student-created, student-run twice-weekly hang-out events alongside our regular programming, giving students ownership over community-building.

We partnered with The Hub to establish all six Villages as satellite Hub pantry locations. Thanks to DASG, we now have microwaves in all six Village Centers, creating a more home-like environment. While food insecurity remains a significant equity issue, our current budget constraints prevent us from purchasing food directly. We are actively seeking additional funding to address this critical need.

We've expanded our workshop catalog, adding targeted pre-exam workshops for high-demand courses such as accounting.

We developed a structured mentoring program where each student ambassador is paired with a Village employee mentor for professional development and support.

We partnered with the Study Abroad team to promote international education opportunities to our students.

We've improved communication strategies by utilizing text reminders, social media, Canvas announcements, and peer-to-peer outreach.

We're planning to establish a Student Advisory Board to formalize student voice in decision-making if we're unable to recreate our research intern program next year.

This feedback loop is ongoing and iterative. We continuously assess, adjust, and improve based on what our students tell us they need to succeed.

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

Attachment Guidelines:

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

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Please redact any Personally Identifiable Information (PII).

 [Event feedback Kim Palmore.pdf](#)

32. Does your program offer any online services? *

Yes

No

33. Online Services *

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

From the launch of the Villages initiative during the Covid campus closure, we have offered a wide array online events and programming. We continue to balance our programming schedule each quarter to provide both in-person and online Village events for students. To ensure the high quality of this programming, we have pursued two strategies. Our primary approach has been to leverage the convenience of online events to schedule speakers/panelists who we could not feasibly bring to campus in-person, due to logistical constraints. For example, we have held career discussions in various disciplines (business management, sports medicine) that have featured large panels of experts in their fields from the Bay Area and beyond. Holding these events on Zoom has allowed students to connect to an impressive array of potential mentors. A second approach has been to partner with larger organizations that provide content that supports our students' success. For example, the prestigious Jack Kent Cooke Scholarship (for transfer to a four-year institution) recently offered an online informational panel with scholarship alumni for prospective applicants, and the Villages were able to connect our students to this online event.

34. Sources of Funding *

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

We partner with the Food Pantry for support, which we're grateful for, but with six Village sites across campus, the food doesn't go as far as we'd like. Students attending Village events, workshops, and study sessions often spend long hours on campus, and providing food isn't just about hospitality—it's about removing barriers to participation.

The Guided Pathways budget has rather rigid boundaries around paying for food at events, leaving us with limited options to adequately feed students at the programs and gatherings we host. This funding request for a food budget would allow us to:

Provide consistent, reliable food at Village events and workshops

Ensure students don't have to choose between attending our programs and meeting their basic needs

Support longer study sessions and workshops without students having to leave due to hunger

Host culturally relevant food at events that celebrate diverse communities

Student Salaries Request

We're requesting funding for student salaries. While we rely heavily on work-study funding and Guided Pathways funding for student positions, we are limited in who we can hire with much of our current funding. This creates equity concerns, as many deserving students cannot access these employment and learning opportunities.

Additionally, we would like to hire more student ambassadors to stay open a few more hours to accommodate students who work during the day. Many of our students have jobs and can only access Village resources during evening hours, so extended hours with adequate staffing would significantly improve accessibility and equity.

Our request for additional student salary funding would empower us to hire a broader range of students, including:

International students, who are often ineligible for work-study

Non-traditional students who may not qualify for existing funding streams

Students from underrepresented communities who could benefit from professional development opportunities

Students who need flexible, on-campus employment but don't meet federal work-study requirements

By expanding our ability to hire diverse student employees, we can better reflect our student population, provide more equitable access to paid learning opportunities, and strengthen our Villages' capacity to serve all students authentically and effectively.

We're requesting funding for promotional supplies. As mentioned earlier, we seemingly are no longer able to get promotional supplies through the Communications office, yet our students remain at the college for only a couple of years on average. This means we need to do active advertising and outreach yearly to reach each new cohort of students.

GP Grant -- FOAP: 2G0034 121205 232044 631000

Foundation Account: 2F0198 844631 551000 999110

COVID Block Grant: 2G0097 136039 232044 6311000

Request For Information (RFI) - continued

Description:

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

Public Disclosure:

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

Please redact any Personally Identifiable Information (PII).

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

Guided Pathways Villages provide comprehensive, integrated support to help students achieve both their academic and personal goals. Our approach centers on creating a student-ready institution that meets students where they are and provides the resources they need to thrive. Our Strategic Plan includes seven goals:

Goal 1: This strategic plan enhances student retention and success by integrating LinC learning communities, OER/ZTC resources, Village Centers, student clubs, and stackable Village certificate pathways. Village Centers serve as vibrant hubs where academic learning, peer support, and co-curricular activities converge. Village-affiliated clubs provide opportunities for peer mentorship, practical application of learning, community engagement, and leadership development. This integrated approach fosters student engagement and builds supportive communities—particularly for underrepresented and underserved student populations including Black, Filipinx, foster youth, Latinx, LGBTQ+, Native American, and Pacific Islander students. IN PROGRESS

Goal 2: Establish a Process to Auto-Award Certificates and Degrees. By auto-awarding certificates and degrees, we offer student-centered services. Students should not have to request their degree or certificate if they have completed the requirements—in some cases, they might not even know they qualify. This benefits students and allows the campus to get credit for more completions under the student-centered funding formula (SCFF). IN PROGRESS

Goal 3: Language and Communication and Physical Sciences and Technology Villages' Embedded Counselors. We propose integrating subject-expert counselors into both the Language and Communication (LC) and Physical Sciences and Technology (PST) Villages to provide essential support for underserved students struggling in math and English. Embedding counselors within these Village spaces increases the likelihood of students seeking help. FUTURE GOAL

Goal 4: Village Subject Success Coaches. We propose integrating student subject success coaches into all six Village Centers to provide face-to-face support for underserved students struggling with course work. DONE AND GROWING: This program is currently in progress as a three-village pilot program and will be expanded to all Villages in the 2026-27 academic year.

Goal 5: Village-Hosted Events to Promote Both Academic Success and Student Retention. Implementing weekly, one-hour events in each of the six Village Centers creates vibrant hubs of engagement. These events provide directed guidance toward resources, focused academic support, and nurturing environments that foster belonging. DONE AND GROWING

Goal 6: Welcome All Students to Their Respective Village. To foster early engagement with De Anza College, particularly among historically underserved populations, we partner with middle and high schools. We directly email and invite high school students to join a Village specific to their academic interests. DONE

Goal 7: Update Scheduling Practices to Increase Timely Completion. This joint effort reviews degree requirements, optimizes scheduling based on enrollment demand, and updates program maps. Aligning course scheduling with program maps removes roadblocks for degree completion. Additional Support Services: IN PROGRESS

Clear Pathways and Direction for exploring career interests and understanding degree requirements
Academic Support Services including counseling, advising, student subject success coaches (pilot program), and student academic success coaches DONE

Twice-Weekly Student-Run Hang-Out Events for informal connection and community building DONE

Student Engagement and Advocacy opportunities through focus groups, surveys, and leadership roles DONE

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

The Guided Pathways Villages offer extensive opportunities for students to develop leadership skills and engage in civic activities. Our 30 student ambassadors and volunteers serve as the backbone of Village programming, gaining hands-on experience in community building, event planning, and peer mentorship. Each student ambassador is paired with a Village employee mentor through our structured mentoring program, providing professional development, guidance, and support that extends well beyond their time at De Anza.

Student ambassadors also work with the Employee Professional Development office to lead workshops, developing facilitation skills, public speaking abilities, and expertise in their subject areas. This collaboration positions students as educators and leaders, building confidence and professional competencies while contributing meaningfully to the campus community.

Previously, our student research internship program provided powerful leadership development opportunities where student interns conducted meaningful research to improve Village services while gaining valuable research skills. They gathered and analyzed feedback through surveys and focus groups, directly informing program improvements. Unfortunately, this program is currently suspended due to interrupted funding. We're actively working to restore this valuable opportunity and, in the interim, are planning to establish a Student Advisory Board for the Villages to formalize student voice in decision-making and maintain this critical leadership development pathway.

Students also take ownership of community building through our student-created, student-run twice-weekly hang-out events. These informal gatherings, launched in direct response to student feedback, allow student leaders to plan, organize, and facilitate programming that reflects their peers' interests and needs. This autonomy builds confidence, decision-making skills, and the ability to create inclusive spaces.

Beyond formal leadership roles, our Villages create daily opportunities for civic engagement. Students participate in focus groups that shape programming, provide feedback through post-event surveys that drives continuous improvement, and advocate for their peers' needs. Through events like cultural celebrations, language cafes, and wellness sessions, students learn to engage across differences, understand diverse perspectives, and contribute to building inclusive communities—essential civic skills that extend far beyond campus.

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

The Villages fundamentally transform the student experience by seamlessly integrating co-curricular and extracurricular activities into the academic journey. Our Village Centers serve as vibrant hubs where academic learning, peer support, and co-curricular activities naturally converge through Village-affiliated clubs and student organizations. These clubs are not separate from academics—they're extensions of the academic experience, providing opportunities for peer mentorship, practical application of learning, community engagement, and leadership development, all aligned with Village themes and certificate pathways.

Each Village hosts weekly one-hour events that blend academic support with community building, ensuring that students see their education as holistic rather than compartmentalized. Recent programming demonstrates this integration beautifully: CS career talks with Google engineers connect classroom learning to professional pathways; Shakespeare's *Romeo and Juliet* reimagined in the turbulent 1960s by the San Francisco Shakespeare Festival, complete with a question and answer period and authentic afternoon tea, brings literature to life; language cafes provide informal spaces to practice communication skills; and cultural celebrations honor the diversity of our student body while fostering cross-cultural understanding.

Our one-year anniversary celebration exemplified this approach, with over 700 students participating in a progressive party across all six Villages. This wasn't just a social event—it was an opportunity for students to explore different academic communities, connect with faculty outside the classroom, and discover co-curricular opportunities they might not have otherwise encountered.

The physical accessibility of our Villages—with locations in both L and S Quads—removes barriers to participation. Students can drop in between classes, study with peers, attend a workshop, grab food from our satellite Hub pantry locations, heat a meal in our DASG-funded microwaves, and connect with mentors all in one welcoming space. Extended hours (at least 30 minutes in the morning and afternoon, with some Villages offering evening hours) accommodate students with work and family obligations, ensuring that co-curricular engagement is possible for all students, not just those with traditional schedules.

Our flexibility also supports exploration. Students can change Villages as they explore different majors, and undeclared students receive specialized guidance through Career Life Planning courses. This fluidity encourages students to engage with multiple academic communities and discover where they truly belong, enhancing their overall college experience through informed choice rather than arbitrary assignment.

With over 5000 visitors a quarter and a team of over 80 faculty and staff members alongside 35 student leaders, the Villages demonstrate that when support is comprehensive, accessible, and community-oriented, students naturally engage more deeply in all aspects of college life.

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

The Guided Pathways Villages directly address retention by tackling the interconnected challenges that cause students to leave college: lack of direction, inadequate support, isolation, and unmet basic needs. Our comprehensive, integrated approach enhances both the quality of education and student engagement simultaneously.

We're seeing measurable impact through increased retention rates and stronger student engagement. The 7,500 visitors to our Villages last quarter represent thousands of touchpoints where students received support, made connections, and felt a sense of belonging—all critical retention factors. As one student ambassador powerfully expressed, "The Villages turned a huge campus into my home." This transformation from institutional navigation to community membership fundamentally changes students' relationship with the college.

Our Villages enhance educational quality through multiple pathways. We created new student academic success coach positions embedded within each Village to provide personalized, pathway-specific academic support. Our pilot program for student subject success coaches, currently running in three Villages and expanding to all six in 2026-27, provides essential face-to-face support for underserved students struggling with course work. We've expanded our workshop catalog to include targeted pre-exam workshops for high-demand courses like accounting, giving students focused support exactly when they need it most. We're proposing to integrate subject-expert counselors into both the Language and Communication and Physical Sciences and Technology Villages to provide specialized support for students struggling in math and English—two of the most common barrier courses.

We address equity directly by recognizing that retention requires meeting students' basic needs. While our current budget constraints prevent us from purchasing food directly, we partnered with The Hub to establish all six Villages as satellite Hub pantry locations, ensuring students can access food resources conveniently within their pathway community spaces. Thanks to DASG, we now have microwaves in all six Village Centers, creating a more home-like environment where students can nourish themselves while studying. This integrated approach acknowledges that food insecurity is not separate from academic success but rather foundational to it.

Our programming strategy, outlined in Goal 5 of our Strategic Plan, focuses on the six student success factors as they apply to each academic area. By offering directed guidance toward resources that align with students' goals, focused academic support tailored to their needs, and nurturing environments that foster belonging, we address retention holistically rather than through isolated interventions.

The Villages also contribute to retention through our work on Goal 2 (auto-awarding certificates and degrees) and Goal 7 (updating scheduling practices to increase timely completion). These systemic improvements, combined with our student-facing support, create an environment where success becomes the default rather than the exception.

Faculty report more meaningful connections with students, which research consistently shows improves both learning outcomes and retention. The collaboration of over 80 faculty and staff members creates multiple opportunities for students to engage with professors outside the classroom, receive mentoring, and see themselves as valued members of an academic community rather than anonymous faces in a crowd.

Our impact extends particularly to underrepresented and underserved student populations including Black, Filipinx, foster youth, Latinx, LGBTQ+, Native American, and Pacific Islander students. By building supportive communities specifically designed to address systemic barriers, we're not just retaining more students—we're creating equitable pathways to success.

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

Equity is at the heart of the Guided Pathways Villages initiative—it's not just something we say, it's woven into everything we do. We actively collaborate with key campus partners to provide ongoing professional development opportunities that center equity and student voices.

Our strategic plan to enhance Village Centers over the next two years has equity as a foundational goal. We're creating connected learning environments that promote directed pathways leading to both career-ready certificates and transfer/degree completion, with particular focus on underrepresented and underserved student populations including Black, Filipinx, foster youth, Latinx, LGBTQ+, Native American, and Pacific Islander students.

Core Values Driving Equity:

Student-Ready Institution: We meet students where they are, not expecting them to adapt to systems that weren't designed with them in mind

Clear and Direct Information: We work to stop the bounce—that frustrating experience of being sent from office to office

Multiple Access Points and Goals: We provide flexible support to help students achieve their individual objectives

Valuing Student Experiences: Student lived experience matters and informs how we design our services

Eliminating Bureaucratic Barriers: We streamline processes so navigating college doesn't feel like an obstacle course

How We Operationalize Equity:

Embedded Counselors: Our strategic plan includes hiring embedded counselors for Villages because underserved students often find administrative buildings intimidating. By bringing expert support to where students already feel comfortable, we increase the likelihood that they will seek help when they need it.

Village Subject Success Coaches: Peer mentors and success coaches often make students feel more comfortable seeking help. This program is currently in a three-village pilot and will expand to all Villages in 2026-27.

Hiring Diverse Student Employees: Our request for additional student salary funding would empower us to hire international students, non-traditional students, and others not currently funded through our existing systems.

Food Access: Our request for food budget funding addresses equity directly. Providing food at events removes barriers to participation for food-insecure students.

By keeping equity at the center of our work and our strategic plan for the next two years, Guided Pathways Villages aim to create transformative experiences that empower all students to achieve their academic and personal goals.

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

*

The Guided Pathways Villages are committed to incorporating environmentally sustainable practices throughout our operations and events, recognizing that sustainability is both an institutional responsibility and a value we model for our students.

We prioritize waste reduction by recycling consistently and using recyclable utensils (bamboo when possible), and paper plates and paper cups at all Village events. Rather than contributing to single-use plastic waste, we encourage students to use their own water bottles and provide bulk water options, reducing plastic bottle consumption while ensuring students stay hydrated.

Our decorating practices reflect a commitment to longevity over disposability. We invest in long-lasting decorative supplies that can be stored and reused for multiple events rather than relying on single-use items like balloons that ultimately become waste. This storage-and-reuse approach extends to all event materials, reducing our environmental footprint while also making our budget work more efficiently.

When we purchase promotional supplies, we prioritize useful items that students will actually use rather than trinkets that end up in landfills. This ensures that our promotional efforts serve students while minimizing waste.

Energy conservation is built into our daily operations. Our closing instructions explicitly include turning off electricity when leaving Village Centers, ensuring we're not consuming unnecessary power during off-hours.

We also make transportation choices that reflect our sustainability values. Rather than using powered vehicles to distribute supplies across campus, we use wagons. This small choice reduces emissions, noise, and energy consumption while getting the job done just as effectively.

These practices demonstrate to our students that sustainability isn't about grand gestures—it's about thoughtful daily choices that collectively make a significant difference. By modeling these values in our Villages, we're helping shape the environmental consciousness of the next generation.

Thank you so much for reading through this long document, but we are very passionate about serving students! Thanks for your consideration

41. Attach any other relevant documents

Attachment Guidelines:

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

Public Disclosure:

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

Please redact any Personally Identifiable Information (PII).

No answer provided.

Requester, Budgeter and Administrator Information

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

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

The Budgeter and Administrator cannot be the same person.

Signatures that are Required for Utilizing Funds

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

The Budgeter and Administrator cannot be the same person.

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

Yes

No

43. Requester's Name *

Kim Palmore

44. Requester's Email Address *

palmorekim@fhda.edu

45. Requester's Phone Number *

4086743005

46. Requester's Relationship to Project *

Co-coordinqtor

47. Requester's Position on Campus *

English Faculty

48. Budgeter's Name *

Patricia Guitron

49. Budgeter's Email Address *

guitronpatty@deanza.edu

50. Budgeter's Phone Number *

408 864 8731

51. Budgeter's Relationship to Project *

Co-coordinator

52. Budgeter's Position on Campus *

Counselor

53. **Administrator's Name** *

Sam Bliss

54. Administrator's Email Address *

Blissam@fhda.edu

55. Administrator's Phone Number *

408 864 8275

56. Administrator's Relationship to Project *

Administrator

57. Administrator's Position on Campus *

Administrator's Position on Campus