



STRATEGIC PLAN 2027-2030



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Letter from the President



Dear De Anza College Community,

It is with great enthusiasm that I present to you our Strategic Plan 2027-2030, a comprehensive road map that will guide our institution through the next transformative chapter of our journey. Thanks to the many members of our community who contributed to this important planning document, which represents far more than a collection of goals and quantitative objectives, the Strategic Plan 2027-2030 is the foundation upon which we will build a more equitable and innovative future for our students and the communities we serve.

Strategic planning is not merely an administrative exercise; it is an essential practice that transforms vision into reality. Throughout our college's history, since its founding in 1967, we have witnessed firsthand how thoughtful planning catalyzes meaningful change. Our previous strategic initiatives have yielded remarkable results – including expanded access programs that have opened doors for underserved populations, enhanced student support services that have improved completion rates, and strengthened community partnerships that have created new pathways for student success.

These achievements underscore a fundamental truth: Planning provides the framework necessary for sustained progress. Without a clear strategic direction, even the most well-intentioned efforts can become fragmented and lose momentum. Our Strategic Plan 2027-2030 ensures that every initiative, every resource allocation and every decision we make supports our greater purpose of student and community empowerment.

This strategic plan will serve as our institutional compass, guiding us through the complexities of higher education's evolving landscape. It provides the structure within which innovation may flourish, ensuring that our creative energies are channeled toward outcomes that matter most. The plan establishes clear priorities, measurable objectives and accountability mechanisms that will enable De Anza College to not only adapt to change but to lead it.

Our commitment to data-informed analysis and action permeates every aspect of this plan. By grounding our strategies in evidence and continuously monitoring our progress through leading and lagging indicators, we create a culture of continuous improvement that benefits every stakeholder. This approach ensures that our resources are invested wisely and that our efforts produce tangible results for those we serve.

The Strategic Plan 2027-2030 is anchored by three transformative goals that reflect De Anza College's deepest values and highest aspirations.

Creating Equitable Access and Pathways

Creating equitable access and pathways for students forms the cornerstone of our mission. Through this strategic focus, we will dismantle barriers that have historically prevented students from accessing quality education. We will expand our outreach efforts, enhance our support services, and develop innovative programs that meet students where they are, regardless of their background or circumstances.

Elevating Equitable Engagement and Success

Elevating equitable engagement and success for students drives our commitment to ensuring that access is only the beginning of the student journey. Once students join our community, we will provide them with the tools, resources and support needed to thrive. This means creating inclusive learning environments, implementing culturally responsive pedagogies and developing wraparound services that address the whole student experience, resulting in measurable outcomes and opportunities for our students.

Galvanizing Community Impact and Innovation

Galvanizing community impact and innovation reflects our understanding that De Anza College's success is inextricably linked to the vitality of our surrounding communities. We will strengthen our partnerships with local organizations, expand our workforce development programs and serve as a catalyst for economic and social progress throughout our region, while supporting innovation, transformation and the holistic needs of our students.

Effective leadership requires more than responding to immediate challenges. It demands the ability to envision a better future and chart a course toward it. This strategic plan embodies that kind of forward-thinking leadership. It reflects our collective commitment to excellence and our unwavering belief in the transformative power of education.

The plan also recognizes that leadership is not the responsibility of a single individual or office, but rather a shared commitment that extends throughout our entire college community. Faculty members, classified professionals, administrators, students and community partners all play vital roles in bringing this vision to life. By aligning our efforts around common goals, we multiply our impact and create momentum that will carry us toward unprecedented achievements.

The future that awaits De Anza College is truly boundless. With this strategic plan as our guide, we are positioned to achieve extraordinary things for our students and our community. We will expand access to education, enhance student success, drive innovation and serve as a model for other institutions seeking to create positive change.

This plan equips us with the tools we need to navigate uncertainty, capitalize on opportunities and overcome challenges. It provides a framework for making difficult decisions that align with our mission while maintaining focus on what matters most. Most importantly, it creates a shared sense of purpose that will unite our community around a common vision of excellence.

As we embark on this exciting journey, it is important to note that members of our community have engaged in formulating this strategic plan and bringing it to life. Students, faculty, classified staff professionals, administrators and members of our community have all participated in a series of governance meetings, town halls, reflective exercises and more to submit their input into this important planning document. Your contributions have been essential to our success.

The Strategic Plan 2027-2030 is more than a document – it is a promise to our students, our community and ourselves. It is a commitment to excellence, equity and innovation. It is a road map to a future where De Anza College continues to serve as a beacon of hope and opportunity for all who seek to transform their lives through education.

Together, we will turn this vision into reality. Together, we will achieve greatness. Together, we will build a legacy of which we can all be proud.

With unwavering optimism and determination,

A handwritten signature in black ink that reads "Omar J. Torres". The signature is fluid and cursive, with a long horizontal stroke at the end.

Omar J. Torres, Ed.D.

President, De Anza College

Vision, Mission and Values

Vision

Empower all students to attain their educational goals, develop an equity-based mindset and become civic leaders in their communities.

Mission Statement

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. The college is committed to equity and engages students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's Institutional Core Competencies:

- Communication and expression
- Information literacy
- Wellness and personal responsibility
- Civic capacity for justice
- Critical thinking
- Quantitative reasoning

De Anza Values

Integrity

We embrace honesty, credibility, clear communication and acting on our stated values. We strive to acknowledge and address issues that may be difficult to broach. The college's ability to fulfill its mission depends on a college community in which everyone feels included, respected and safe.

Innovation

In all of our many roles, we will continuously and purposefully reflect in order to innovate and improve. We work to ensure our physical space is welcoming, conducive to learning and environmentally sustainable. We are committed to being innovative in our daily work, curriculum and use of technology. We work with our students to be creative, flexible, imaginative and inventive, and to prepare to contribute to a world that will demand skills and competencies not yet in view.

Equity

We welcome students of all ages and backgrounds and connect with them, in their range of unique circumstances, to help them fulfill their dreams. We strive to design classes and services to the needs of those we serve. We value and embrace the intellectual contributions of a diverse spectrum of people and cultures. We strive for a diverse workforce that honors the contributions of all who work here.

Developing the Human Capacity of All Students

We will provide support in six key factors* of student success. Our students will be:

- **Directed**, with a goal and the knowledge of how to achieve it.
- **Focused**, staying on track to achieve that goal.
- **Nurtured**, feeling that we want to, and do, help them to succeed.
- **Engaged**, actively participating in class and extracurricular activities.
- **Connected**, feeling that they are part of the college community.
- **Valued**, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated.

Institutional Core Competencies

The Institutional Core Competency statements are a promise that students who graduate with an associate degree or transfer to a university will demonstrate competency in six key areas. Students who earn a certificate or take courses for personal development will demonstrate at least one of the six areas.

- **Communication and Expression:** Students will communicate clearly, express themselves creatively, interpret thoughtfully and logically, and engage actively in dialogue and discussion, while paying attention to audience, circumstance and cultural context.
- **Information Literacy:** Students will recognize when information is needed and be able to locate, evaluate, synthesize and communicate information through appropriate resources and technologies – while understanding relevant social, legal and ethical issues.
- **Wellness and Personal Responsibility:** Students will understand key elements of physical and mental well-being, while engaging in self-reflection and ethical decision-making, exploring career choices and life goals, and practicing effective individual and collaborative work habits.
- **Civic Capacity for Justice:** Students will recognize their role as local, national and global citizens by participating in the democratic process, respecting social and cultural diversity, appreciating the complexity of the physical world, and understanding the significance of both environmental sustainability and social justice.
- **Critical Thinking:** Students will be able to interpret literary, artistic and scientific works and analyze arguments, evaluate ideas and solve problems by testing models, applying qualitative and quantitative analysis; estimating and predicting outcomes; verifying the reasonableness of conclusions; exploring alternatives and empathizing with different perspectives; and adapting ideas and methods to new situations.
- **Quantitative Reasoning:** Students will understand key elements of quantitative reasoning, enhancing their curiosity and ability to solve problems, make decisions, pursue innovation and take effective action by using and critiquing arguments based on data, mathematics and science.

*From "Student Support (Re)defined," a report by the **Research and Planning Group for California Community Colleges**, January 2013.

Civic Engagement for Social Justice

We provide students with opportunities to enhance their potential for purposeful and productive lives. As a public institution, we contribute to the development of our local, state, national and global communities. We view our students and ourselves as agents of change, responsible for building the world in which all people are able to realize their dreams in ways that are environmentally sustainable and in alignment with the United Nations' Declaration of Human Rights.



The Value of Strategic Planning

Strategic planning delivers measurable results by enabling the college to anticipate future changes and community workforce needs, while ensuring institutional readiness for continued development. Planning serves as a critical tool that

- **Advances educational excellence** – maximizes student access to outstanding instruction and enables students to achieve identified learning outcomes through quality instruction, systematic resource allocation and program development
- **Optimizes resource management** – effectively and efficiently utilizes limited and unpredictable resources to meet the college's mission, ensuring maximum impact from available funding and personnel
- **Enables strategic analysis** – provides frameworks for analyzing complex situations in meaningful contexts and developing clear, actionable plans to move the institution forward
- **Expands institutional vision** – stretches people's thinking to explore future possibilities in ways that would not occur without defined planning processes, fostering innovation and forward-thinking approaches
- **Proactive problem-solving** – identifies potential challenges that may become barriers in advance, exploring solutions to minimize risks while maximizing emerging opportunities
- **Transforms data into action** – organizes data and information into useful and understandable forms that inform decision-making and strategic direction
- **Clarifies organizational structure** – facilitates clear definitions and relationships between departments and resources that exist, as well as identifying gaps that need to be addressed
- **Promotes collaborative engagement** – dynamically invites members of the college community, along with internal and external stakeholders, to discuss and design mindful, relevant solutions
- **Ensures adaptive responsiveness** – makes continual adjustments in response to ever-changing environments, expectations and opportunities

The college Strategic Plan and Educational Master Plan are also essential in developing a Facilities Master Plan, which the college is required to produce under the state Education Code, to ensure responsible use of public funds for capital construction and to support systematic planning by our district and the state. The Strategic Plan 2027-2030 will serve as the foundational framework for all our institutional planning and essentially provides the "what." Supporting planning documents such as the Educational Master Plan 2027-2033, Facilities Master Plan, Technology Master Plan, Strategic Enrollment Management Plan 2027-2030 and the Student Equity and Achievement Program Plan provide the "how." Departments, divisions and administrative units will have an opportunity to expand on the "how" in these forthcoming planning documents that will map to our Strategic Plan 2027-2030.

An effective strategic plan will guide college activities in alignment with its mission, vision and values, while also serving as a foundation for program planning priorities. This comprehensive approach will enhance institutional effectiveness through improved student access, engagement and success – making the plan essential for the college and the communities that it serves.

Planning Approach and Context

De Anza's planning process is anchored in the institution's mission, vision and values, emphasizing student success, innovation, excellence and community responsiveness. This foundation reinforces the college's commitment to meeting emerging community needs while maintaining focus on core educational priorities.

These essential characteristics help to ensure that De Anza's planning efforts are both systematic and responsive, balancing stability with the ability to address evolving educational and community needs:

- **Environmental assessment** – thorough analysis of internal and external environments to understand current conditions and future implications
- **Trend analysis and projections** – systematic examination of patterns and data to make informed predictions about future developments
- **Achievement-oriented focus** – clear emphasis on measurable outcomes and results that advance institutional goals
- **Inclusive participation** – broad engagement that values diverse perspectives and tolerates differences in opinion to strengthen decision-making
- **Adaptive responsiveness** – built-in flexibility to respond effectively to changing conditions and emerging opportunities
- **Outcome measurement** – clear metrics and assessment tools to evaluate progress and success
- **Data-driven decisions** – systematic use of resulting data and analysis to inform strategic choices and resource allocation

Integrated Planning Process

Effective planning also requires campuswide collaboration that integrates academic departments and administrative units in service of student success. This comprehensive approach ensures that individual departmental plans align with collegewide strategic objectives, while ensuring coordinated progress toward institutional priorities.

At De Anza, all departments complete program and budget planning each year, creating a comprehensive planning framework that supports ongoing improvement.

The integrative planning process systematically addresses multiple dimensions:

- **Research and data analysis** – comprehensive review of outcomes information, self-studies, research reports, program planning and review data, enrollment patterns, and workforce trends to inform strategic decisions
- **Policy and funding considerations** – careful analysis of state policies and funding opportunities to align institutional planning with available resources and regulatory requirements
- **Community assessment** – ongoing evaluation of community changes that impact college programs and services, identifying new partnership opportunities and emerging needs
- **Resource development** – strategic identification of potential resource development opportunities to support institutional growth and sustainability
- **Continuous evaluation** – regular assessment of results and outcomes to ensure planning effectiveness and institutional progress
- **Dynamic realignment** – systematic design and realignment processes based on emerging information, trends and opportunities

Comprehensive Planning Portfolio

De Anza College will maintain multiple interconnected planning documents, including:

- Strategic plans (revised every three years)
- Educational and facilities plans (revised every six years)
- Technology plans (revised every three years)
- Equal Employment Opportunity plans (revised by the district office)
- Five-year construction plans (submitted annually by the district office)
- Strategic enrollment management plans (revised every three years)
- Individual unit plans via annual program/budget reviews
- Student Equity and Achievement plans (revised periodically per state guidelines, with local revisions at least every three years)

All operational planning stems from the Strategic Plan. The plan's strategic goals and objectives, along with the college's vision, mission and values, guide the divisions, departments and administrative units in developing specific objectives that shape short-term directions – and future institutional plans – that align with Vision 2030 and our district priorities.



Strategic Plan Overview

The 2027-2030 Strategic Plan represents De Anza College's bold commitment to shaping the future of education, building on a proud tradition of visionary planning that has transformed lives, sparked innovation and championed student achievement for more than 50 years.

In an era of unprecedented change in higher education, as the California Community Colleges Chancellor's Office charts an ambitious Vision 2030 path alongside transformative statewide initiatives, we embrace this moment as an opportunity to lead with purpose. Our unwavering dedication to strategic goals, powered by intentional action, ensures that we not only serve our students with excellence but also strengthen our institution as a beacon of educational opportunity.

Born from the collective wisdom of our entire college community – through extensive governance engagement, meaningful community dialogue and collaborative visioning sessions – this Strategic Plan embodies the voices and aspirations of all our stakeholders. Anchored in our deepest institutional values, and enriched with the latest data and contextual intelligence, the plan creates a powerful framework that seamlessly integrates ambitious yet achievable objectives with robust annual evaluation processes designed to celebrate progress and drive continuous improvement.

The strategic plan focuses on three interconnected and transformative goals, informed by extensive research and thoughtfully aligned with the innovative work of regional and statewide partners, including the Bay Area Community College Consortium, the cities of Cupertino and Sunnyvale, the Fremont Union High School District, the Foothill-De Anza Community College District chancellor's priorities, Governor Newsom's Master Plan for Career Education, and others.

The three goals are supported by 150 concrete objectives, which will be subject to annual assessment and recalibration. This cyclical review process will ensure that institutional efforts remain relevant and impactful, moving beyond traditional planning models that often become outdated between revision cycles.

Participation

This plan was developed in collaboration with the College Planning Committee and shared with the following governance groups to gather input and feedback:

- Academic Senate (Sept. 29, Oct. 20, Nov. 3)
- All managers (Aug. 21)
- Career Technical Education Committee (Oct. 16)
- Classified Senate (Oct. 8 and 22)
- De Anza Associated Student Government (Oct. 15)
- Equity Action Council (Oct. 15)
- Resource Allocation and Program Planning (RAPP) Committee (Oct. 13)

The strategic plan was posted online for members of the surrounding community to view and provide feedback, and it was later approved by College Council on Nov. 6 and presented to the Board of Trustees on Dec. 8.

Alignment with Other Plans

The plan is aligned with the California Community Colleges Chancellor's Office Vision 2030, the Governor's Master Plan for Career Education, California Master Plan for Aging, Governor's Roadmap for Higher Education, Bay Area Community College Consortium Regional Plan, the California Community Colleges Board of Governors' Climate Action and Sustainability Framework and the Foothill-De Anza district chancellor's priorities. It also addresses relevant and evolving themes centered on digital transformation, emerging technologies and the current national landscape. (See documents listed in the Appendix.)



College Facts and Figures

Full-Time Equivalent Students (FTES)

Colleges are typically funded by a standard measure known as Full-Time Equivalent Students (FTES), which uses a formula to count the course hours taken by all students (full- and part-time) and calculate the equivalent in full-time attendance.

State funding is also available for noncredit courses, with the funding rate depending on the type of course. De Anza has been increasing noncredit enrollment over the past three years and plans continued growth in this area, as shown by the increase from 27 FTES in 2020-21 to 335 in 2024-25.

Figure 1: Enrollment by FTES

Academic Year	Total	Credit	Noncredit
2020-21	16,086	16,060	27
2021-22	14,288	14,217	71
2022-23	14,125	13,875	250
2023-24	14,994	14,661	333
2024-25	15,419	15,084	335

Note: FTES represents full-time equivalent total of students taking 12 units. Source: De Anza College Office of Institutional Research, Planning and Accreditation

Figure 2: FTES by Enrollment Category

Academic Year	Career Technical Education	Nonresident	Ages 25+	Adult Education
2020-21	4,179	2,277	4,000	1
2021-22	3,690	2,037	3,546	4
2022-23	3,720	2,322	3,274	7
2023-24	3,991	2,718	3,755	5
2024-25	3,963	3,059	4,106	8

Note: FTES represents full-time (12 units) equivalent of total student enrollment. "Career Technical Education" represents CTE-designated courses. "Adult Education" includes partnerships with local adult schools. Source: De Anza College Office of Institutional Research, Planning and Accreditation

Figure 3: Dual Enrollment FTES

	Dual Enrollment (non-CCAP)	Dual Enrollment (CCAP)	Middle College
2020-21	470		62
2021-22	515		56
2022-23	632		56
2023-24	621	7	51
2024-25	615	20	53

Note: "Dual Enrollment (non-CCAP)" includes high school students concurrently enrolled at De Anza. "Dual Enrollment (CCAP)" includes high school students taking De Anza courses at their high school. "Middle College" students are 11th- and 12th-graders taking FUHSD classes on the De Anza campus. Source: De Anza College Office of Institutional Research, Planning and Accreditation

Since the COVID-19 pandemic, De Anza has been regaining FTES in Career Technical Education programs and in nonresident students, which includes international students. More than 25% of current FTES consists of students over age 25.

It is important to note that the Foothill-De Anza Community College District became "basic aid" or "community supported" in 2024-25, and as a result will begin receiving a larger portion of funding from local property taxes rather than state apportionment. The Strategic Plan 2027-2030 takes into account our basic aid status. De Anza will continue to monitor FTES and instructional load (or productivity) to ensure that it maintains and enhances fiscal management practices and continued good stewardship of public funds in alignment with the Strategic Plan, Strategic Enrollment Management Plan, the Student Centered Funding Formula and all subsequent (and related) planning documents.

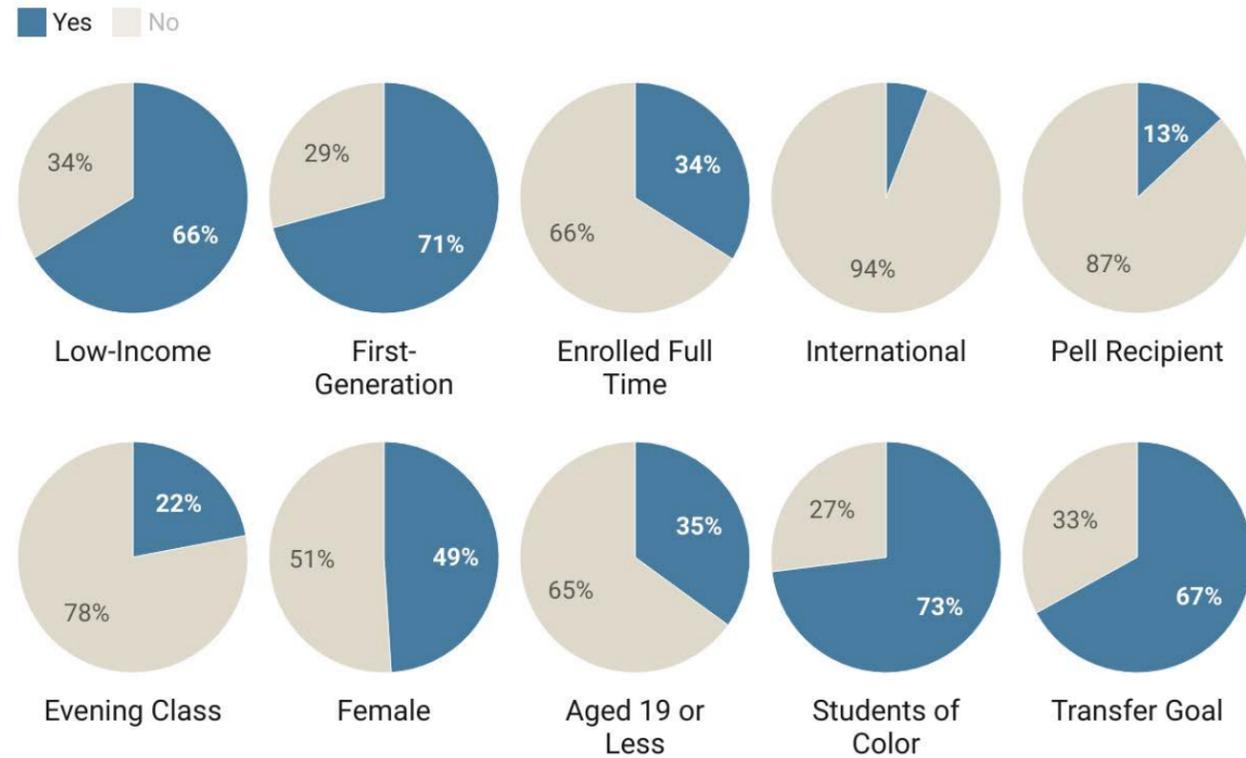


Student Characteristics

De Anza's student body encompasses a wide range of demographic characteristics: One in three students identify as low-income and are in the first generation of their family to attend college. One out of three enroll full time, taking 12 or more units per quarter.

About 13% of students receive a need-based Pell grant. About 6% of students come from other countries on an educational visa to study in the United States.

Figure 4: Student Characteristics, 2024-25



Note: "Low-Income" is family income below \$50,000. "First-Generation" means at least one parent did not attend college. "Enrolled Full Time" includes students taking 12 or more units. "International" includes students with an F1 or F2 visa. "Pell Recipients" are receiving a federal Pell Grant. "Evening Class" represents students who take at least one class after 4:30 p.m. "Students of Color" includes all racial/ethnic groups excluding white and unknown. Source: De Anza College Office of Institutional Research, Planning and Accreditation

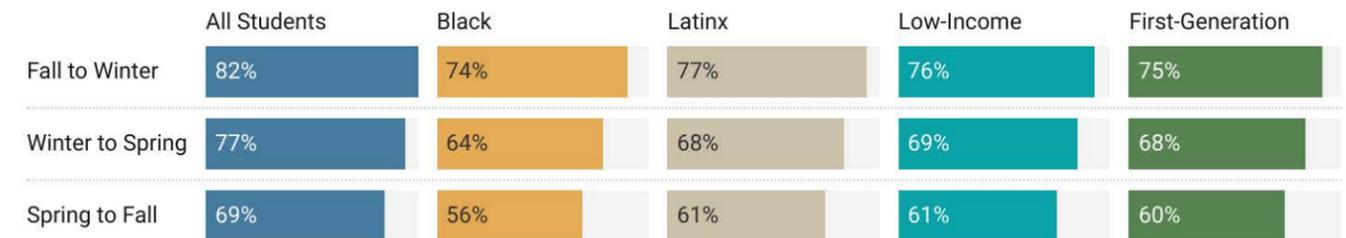


Term to Term Persistence Rates

For first-time students with a goal of degree or transfer, the persistence rate from fall 2023 to winter 2024 is 82% overall, dropping to 77% of the original cohort from winter 2024 to spring 2024, and to 69% of the original cohort from spring 2024 to fall 2024.

The rates follow a similar trend for Black, Latinx, low-income and first-generation students, but persistence rates for each group are lower in comparison to the overall rates for all students.

Figure 5: Term-To-Term Persistence, Fall 2023 to Fall 2024

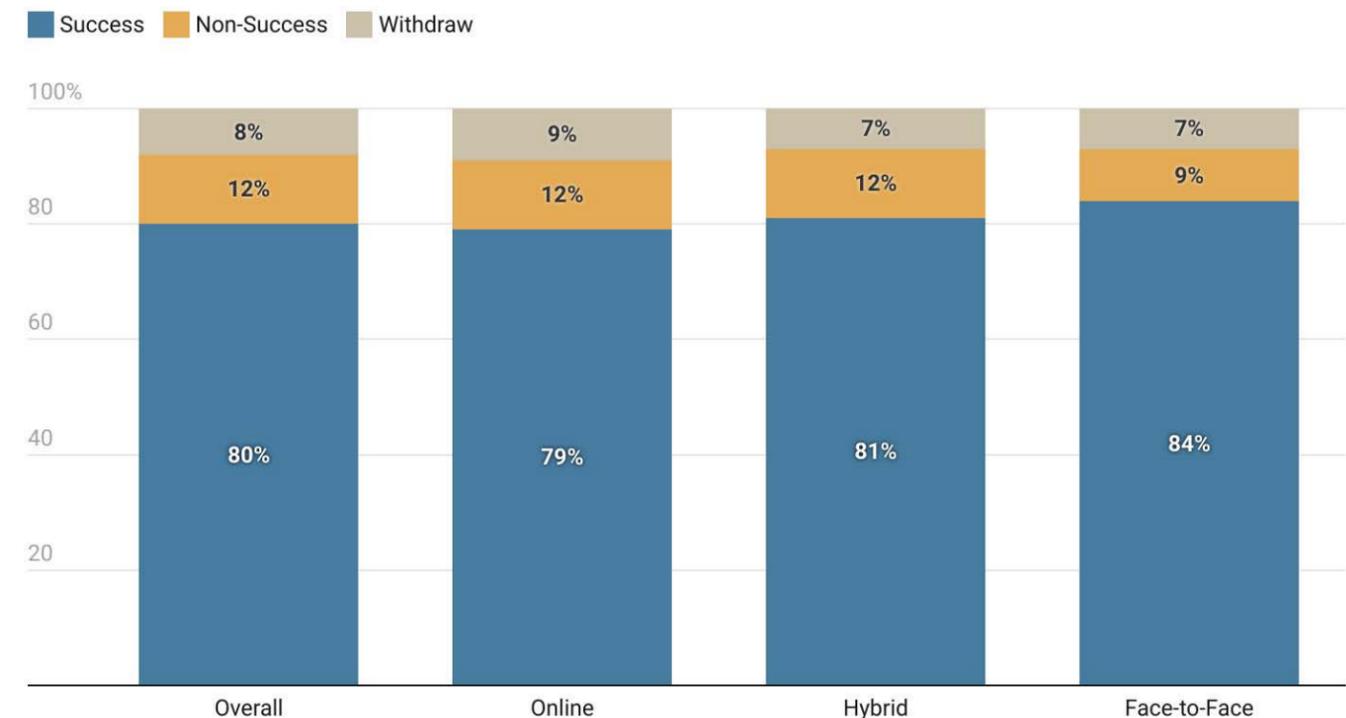


Note: Includes first-time students with a goal of degree or transfer, tracked from fall 2023 to fall 2024. Source: De Anza College Office of Institutional Research, Planning and Accreditation

Course Success Rates

De Anza's overall course success rate was 80% in 2024-25, with a 12% non-success rate and 8% withdraw rate. The success rate for courses taught face-to-face was 84%, followed by the rate for hybrid classes at 81% and the rate for online classes at 79%. This represents a difference of 5 percentage points between face-to-face and online course sections.

Figure 6: Course Success by Instructional Modality, 2024-25

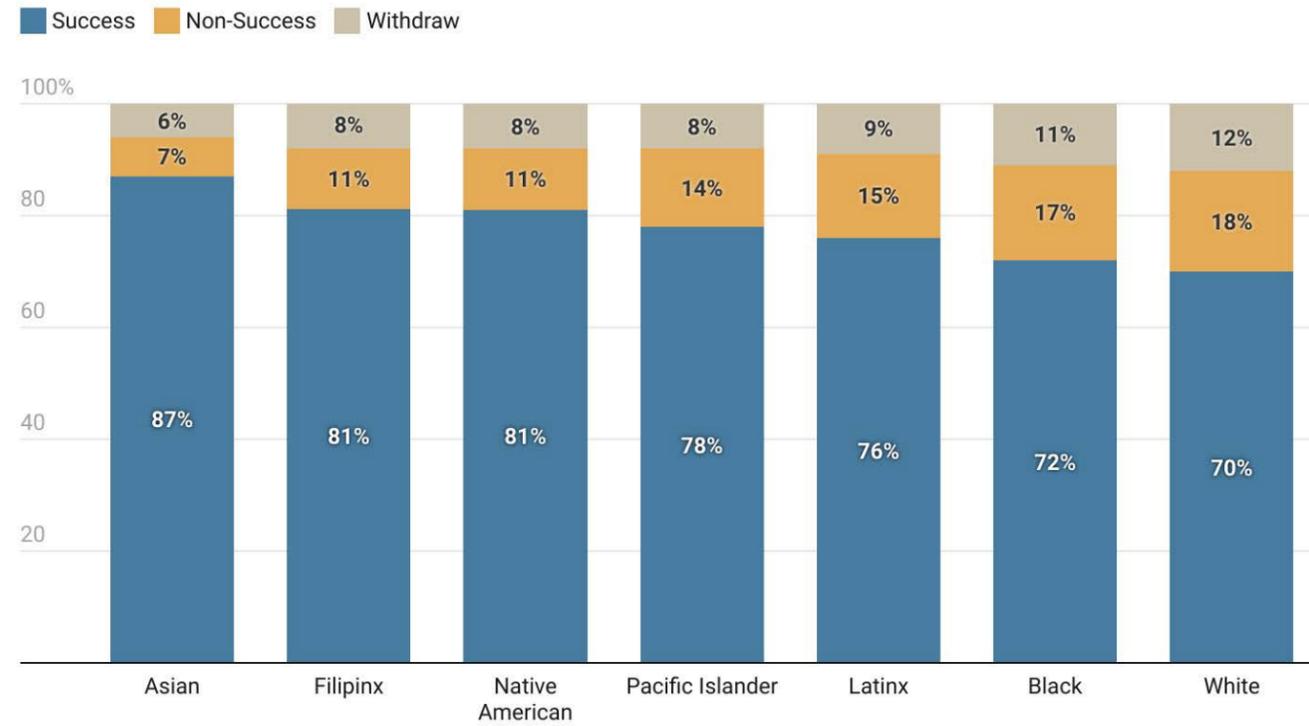


Note: Success includes grades C or higher. Non-success includes D, F and I, Withdraw includes W and EW. Source: De Anza College Office of Institutional Research, Planning and Accreditation

Course Success by Race/Ethnicity

Course success rates are highest for students who identify as Asian (87%). Rates are lowest for students who identify as white (70%), followed by students who identify as Black (72%). Withdrawal rates are also highest for white, Black and Latinx students.

Figure 7: Course Success by Race/Ethnicity, 2024-25

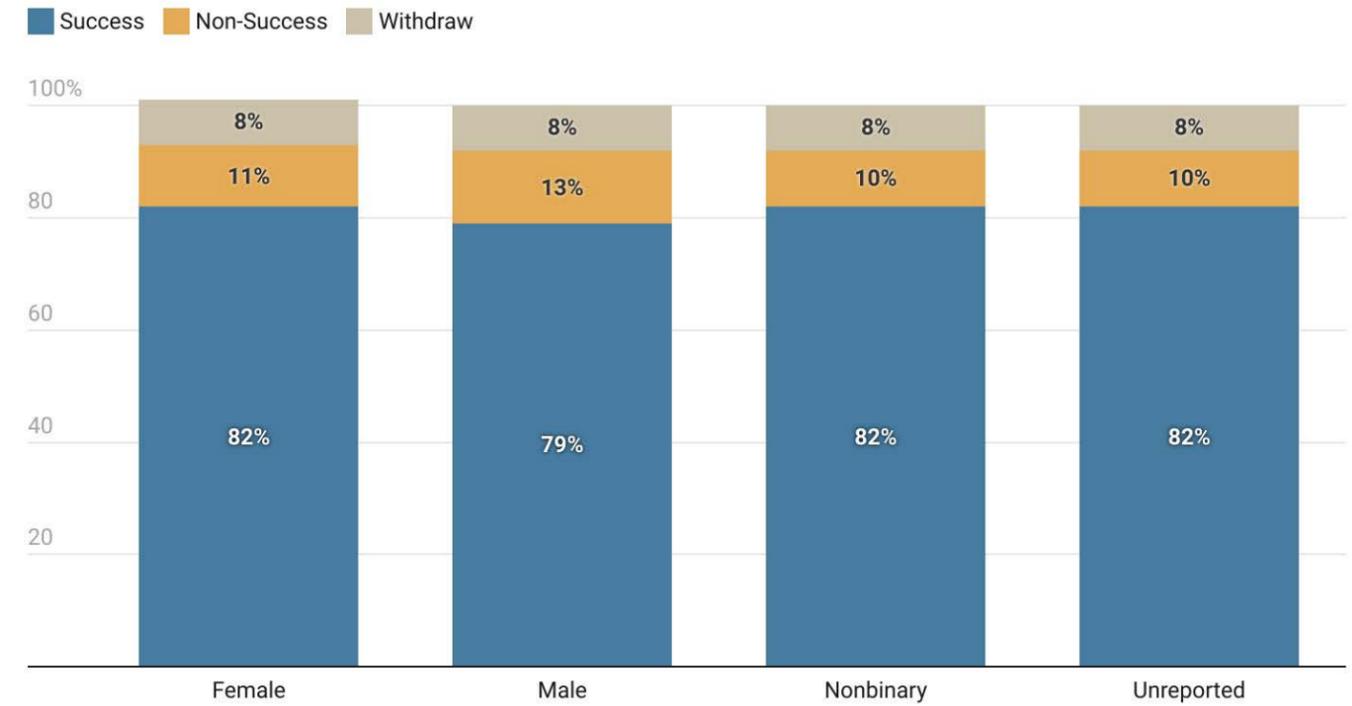


Not graphed: students of unknown ethnicity. Source: De Anza College Office of Institutional Research, Planning and Accreditation

Course Success by Gender

Female students have a slightly higher course success rate of 82%, compared with 79% for male students. Male students have the highest withdraw rates, at 13%.

Figure 8: Course Success by Gender, 2024-25



Source: De Anza College Office of Institutional Research, Planning and Accreditation





Degree and Certificate Awards

While the number of associate in arts (A.A.) degrees awarded by De Anza has decreased over the last five years, the number of associate in science (A.S.) degrees has remained constant and the numbers of associate degrees for transfer have increased. There has been rapid growth in noncredit certificates, which were first awarded in 2021-22.

Figure 9: Total Degree and Certificate Awards by Year

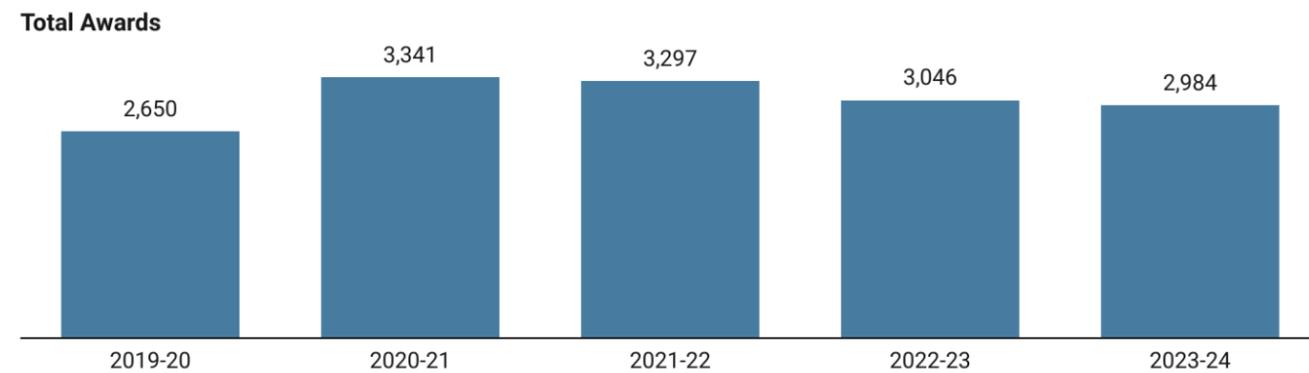
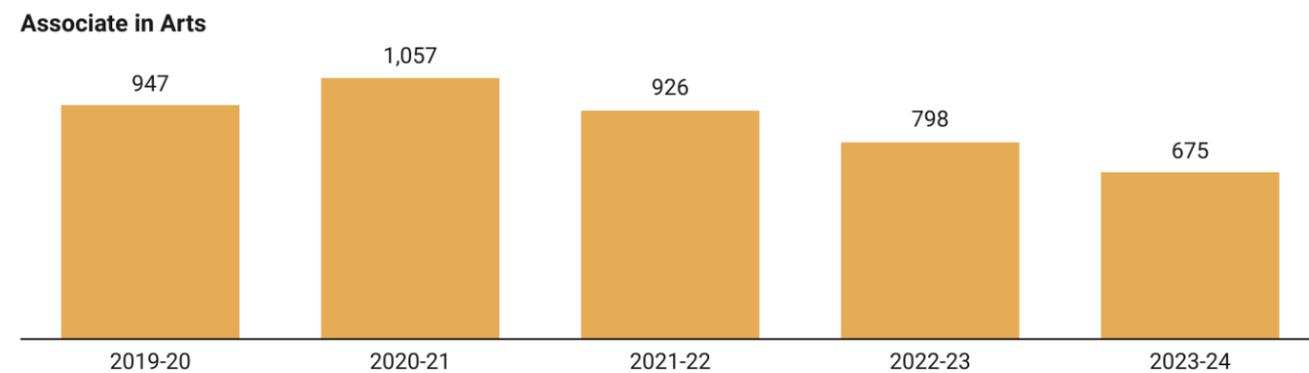


Figure 10: Associate in Arts Degrees Awarded by Year



Source: De Anza College Office of Institutional Research, Planning and Accreditation

Figure 11: Associate in Science Degrees Awarded by Year

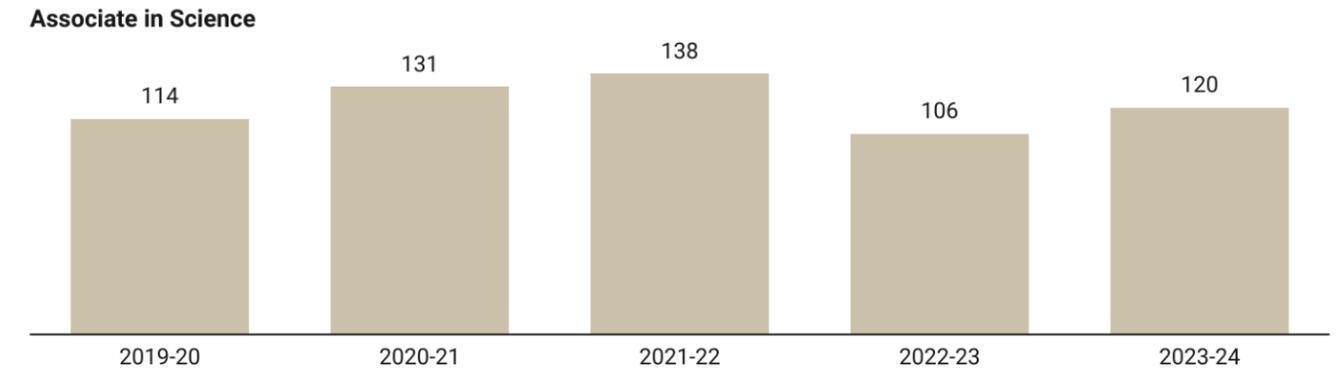


Figure 12: Associate in Arts for Transfer Degrees Awarded by Year

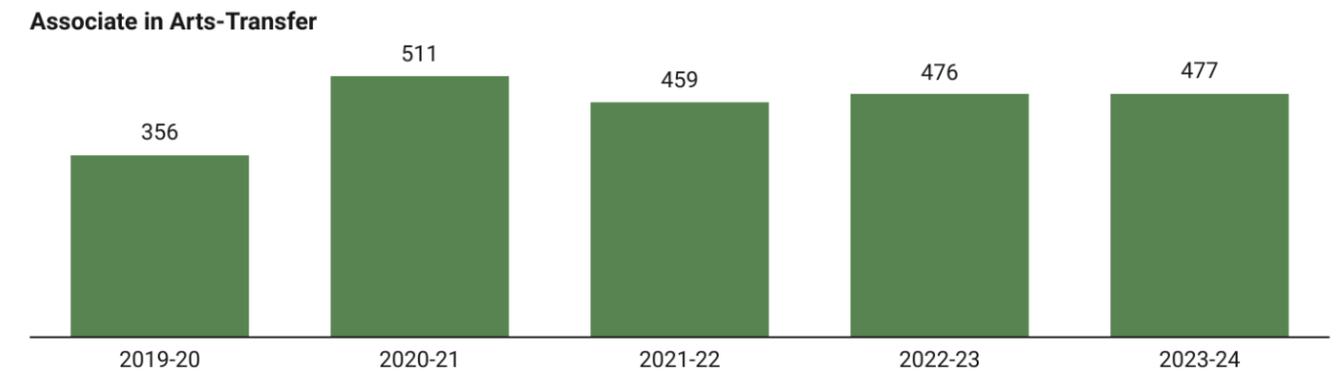
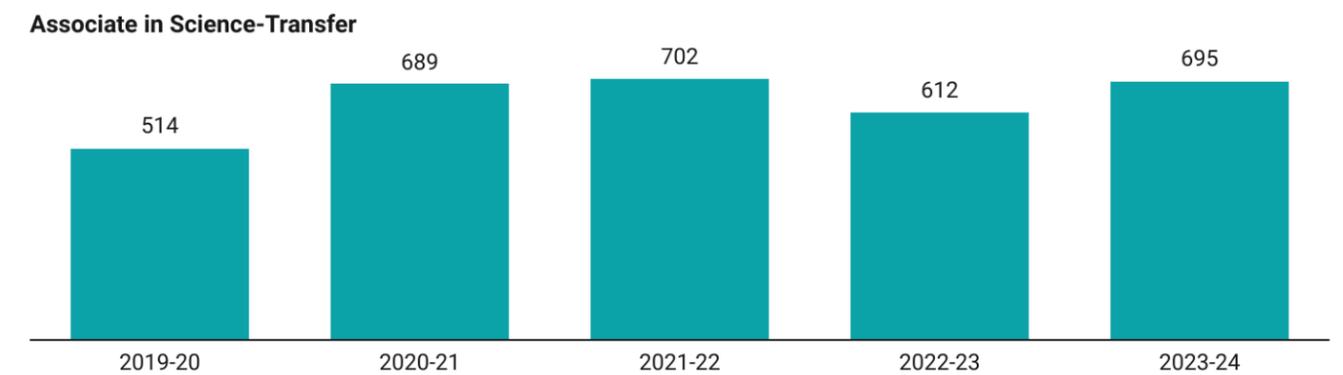


Figure 13: Associate in Science for Transfer Degrees Awarded by Year



Source: De Anza College Office of Institutional Research, Planning and Accreditation

Figure 14: Credit Certificates Awarded by Year

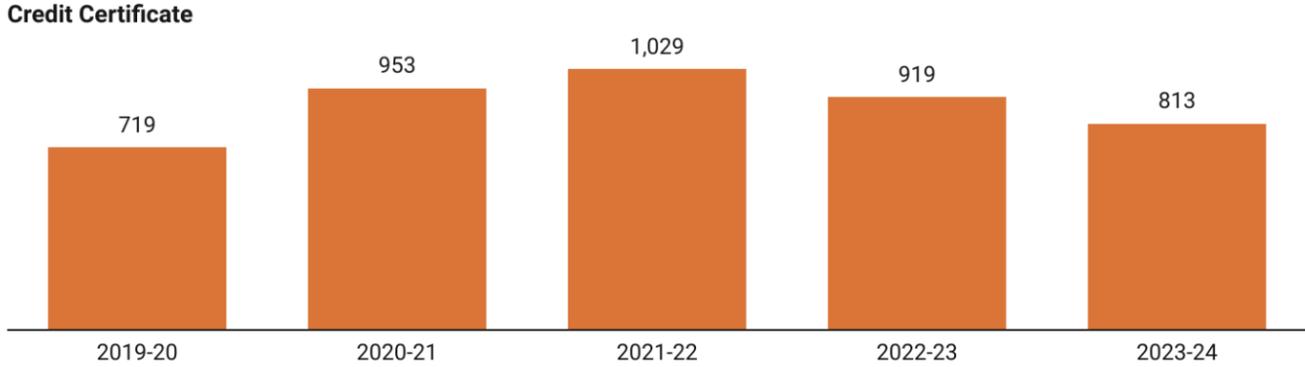
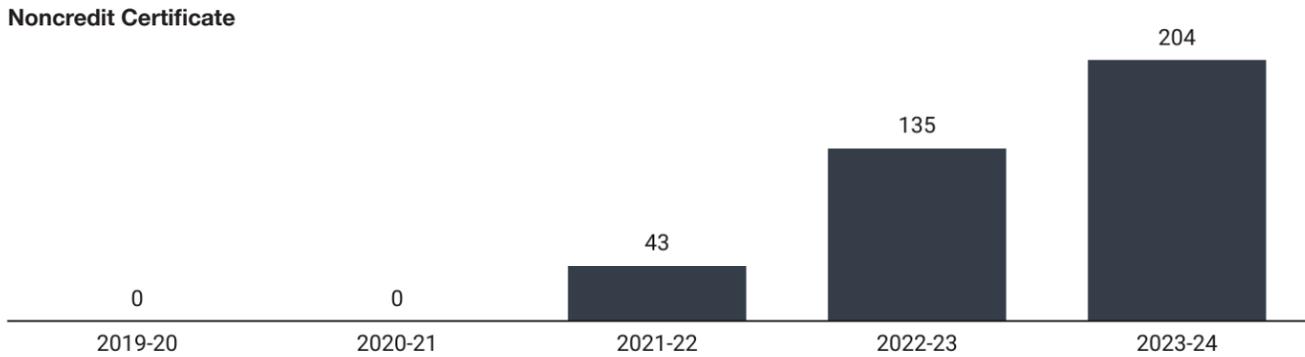


Figure 15: Noncredit Certificates Awarded by Year



Source: De Anza College Office of Institutional Research, Planning and Accreditation





Employee Characteristics

De Anza employed 21 administrators, 234 full-time faculty members, 424 part-time faculty members and 264 classified professionals in fall 2024. Nearly 60% of all employees were female.

Figure 16: Employees by Category and Gender, Fall 2024

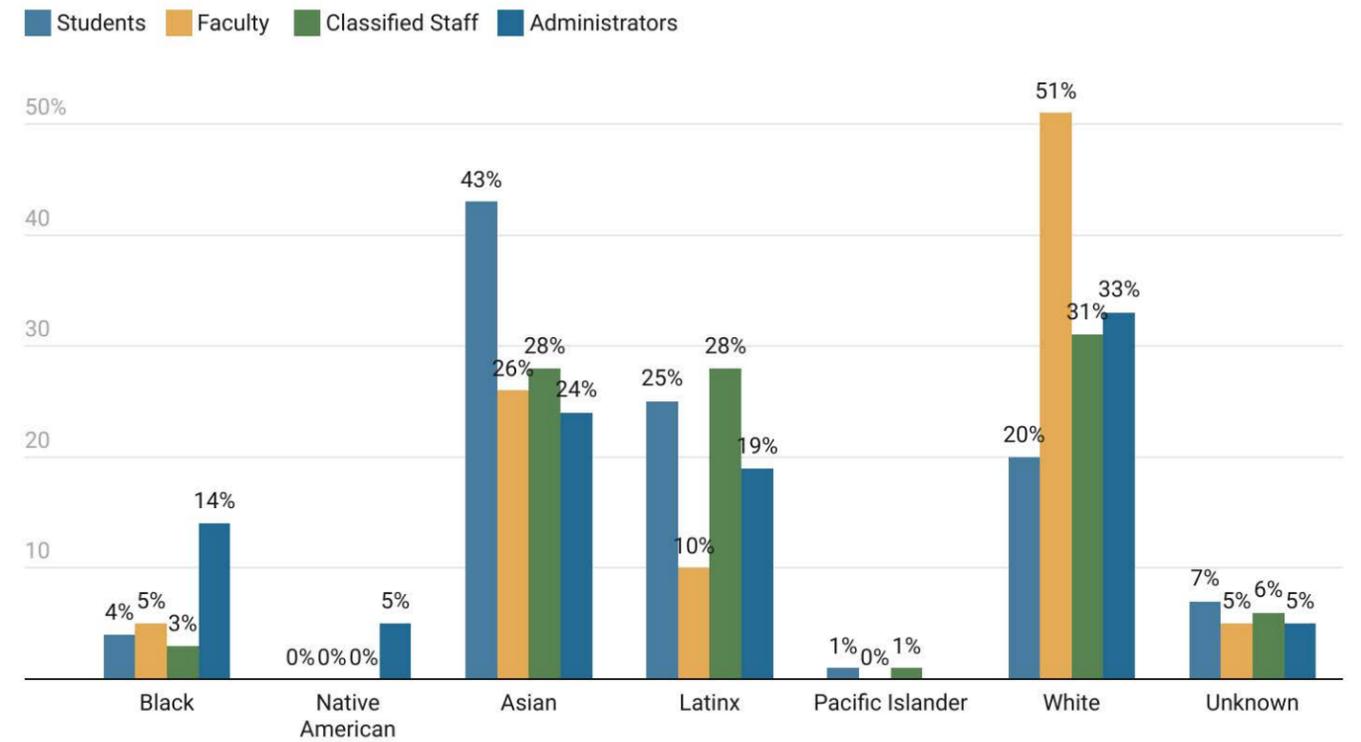
	Female	Male	Total
Administrator	12	9	21
Full-time Faculty	139	95	234
Part-time Faculty	224	200	424
Classified	181	83	264
Total	556	387	943

Source: California Community Colleges Chancellor's Office

Employees and Students by Race/Ethnicity

When comparing the race or ethnicity of employees to students, the groups with the largest disparities are Asian (43% of students and 26% of faculty) and white (20% of students and 51% of faculty).

Figure 17: Employees and Students by Race/Ethnicity, Fall 2024



Sources: California Community Colleges Chancellor's Office, De Anza College Office of Institutional Research, Planning and Accreditation



Goals and Objectives

The tables below list a series of goals and objectives with measurable outcomes. In each case, the baseline outcomes for the 2025-26 academic year are used to set objectives for 2027-28 and for 2029-30.

Goal No. 1: Creating Equitable Access and Pathways (ties to Chancellor's Priorities 1, 2 and 4)

Objective	2025-26 Baseline	2027-28 Target	2029-30 Target	% Change
1.1: Increase dual enrollment FTES	580	580	667	15%
1.2: Increase FTES enrollment and support for justice system-impacted students to expand access to higher education, career pathways and holistic reentry success	0	5	10	100%
1.3: Increase noncredit Career Development and College Preparation (CDCP) FTES	312	312	400	28%
1.4: Increase adult student (age 25+) headcount	10,549	10,549	10,865	3%
1.5: Increase CTE student headcount	15,772	15,772	16,560	5%
1.6: Increase new student headcount	6,909	6,909	7,600	10%
1.6.A: Increase new military veteran student headcount	47	47	52	10%
1.6.B: Increase FTES enrollment and strengthen support for current and former foster youth students to expand educational opportunity, persistence and holistic well-being	37	37	41	10%
1.7: Increase number of students accessing California College Promise Grant	8,661	8,661	8,747	1%
1.8: Increase number of students accessing Pell Grant	3,792	3,792	4,171	10%

Objective	2025-26 Baseline	2027-28 Target	2029-30 Target	% Change
1.9: Decrease average total quarter units for ADT completers	123	123	111	-10%
1.9.A: Decrease average total units for economically disadvantaged ADT completers	124	124	111	-10%
1.9.B: Decrease average total units for military veteran ADT completers	119	119	111	-7%

1.9.C: Decrease average total units for foster youth ADT completers	135	135	111	-18%
1.9.D: Decrease average number of units for Asian ADT completers	125	125	111	-11%
1.9.E: Decrease average number of units for Black/African American ADT completers	137	137	111	-19%
1.9.F: Decrease average number of units for Filipinx ADT completers	112	112	111	-1%
1.9.G: Decrease average number of units for Latinx ADT completers	122	122	111	-9%
1.9.H: Decrease average number of units for white ADT completers	120	120	111	-8%
1.9.I: Decrease average number of units for ADT completers with two or more ethnicities	127	127	111	-13%
1.9.J: Decrease average number of units for ADT completers of unknown ethnicity	122	122	111	-9%

Objective	2025-26 Baseline	2027-28 Target	2029-30 Target	% Change
1.10: Increase number of students obtaining credit for prior learning (CPL)	10	10	30	200%
1.11: Increase international student headcount	1,664	1,664	1,714	3%
1.12: Increase military veteran student headcount	323	323	333	3%
1.13: Increase number of students who obtain internships	434	434	456	5%
1.14: Increase number of students who obtain apprenticeships	27	27	41	52%
1.15: Expand the number of zero-textbook-cost (ZTC) degree and certificate pathways	1 pathway	10 pathways	15 pathways	50% increase
1.16: Increase the number of online enrollments for students participating in the California Virtual Campus (CVC) exchange	81,753	81,753	85,840	5% increase
1.17: Increase the percentage of unduplicated students who visit the Guided Pathways Villages each year	900	900	1,100	22% increase
1.18: Increase the number of students who obtain meaningful on-campus employment experiences that promote career readiness, connection to campus and academic persistence	10%	10%	15%	5 percentage point increase

Goal No. 2: Elevating Equitable Engagement and Success (ties to Chancellor's Priorities 1, 2 and 4)

Objective	2025-26 Baseline	2027-28 Target	2029-30 Target	% Change
2.1: Increase number of students earning an ADT	1,022	1,022	1,328	30%
2.1.A: Increase number of economically disadvantaged students earning an ADT	612	612	795	30%
2.1.B: Increase number of military veteran students earning an ADT	14	14	18	30%
2.1.C: Increase number of foster youth students earning an ADT	27	27	35	30%
2.1.D: Increase number of Asian students earning an ADT	419	419	545	30%
2.1.E: Increase number of Black/ African American students earning an ADT	20	20	26	30%
2.1.F: Increase number of Filipinx students earning an ADT	56	56	73	30%
2.1.G: Increase number of Latinx students earning an ADT	287	287	373	30%
2.1.H: Increase number of white students earning an ADT	128	128	166	30%
2.1.I: Increase number of students with two or more ethnicities earning an ADT	57	57	74	30%
2.1.J: Increase number of students with unknown ethnicity earning an ADT	48	48	62	30%

Objective	2025-26 Baseline	2027-28 Target	2029-30 Target	% Change
2.2: Increase number of students earning a De Anza bachelor's degree	0	30	39	30%
2.2.A: Increase number of economically disadvantaged students earning a De Anza bachelor's degree	0	5	7	30%
2.2.B: Increase number of military veteran students earning a De Anza bachelor's degree	0	3	4	30%
2.2.C: Increase number of foster youth students earning a De Anza bachelor's degree	0	1	2	100%
2.2.D: Increase number of Asian students earning a De Anza bachelor's degree	0	1	2	100%

2.2.E: Increase number of Black/ African American students earning a De Anza bachelor's degree	0	3	4	30%
2.2.F: Increase number of Filipinx students earning a De Anza bachelor's degree	0	3	4	30%
2.2.G: Increase number of Latinx students earning a De Anza bachelor's degree	0	10	13	30%
2.2.H: Increase number of white students earning a De Anza bachelor's degree	0	12	16	30%
2.2.I: Increase number of students with two or more ethnicities earning a De Anza bachelor's degree	0	3	4	30%
2.2.J: Increase number of students with unknown ethnicity earning a De Anza bachelor's degree	0	3	4	30%

Objective	2025-26 Baseline	2027-28 Target	2029-30 Target	% Change
2.3: Increase number of students earning a non-ADT degree	626	626	751	20%
2.3.A: Increase number of economically disadvantaged students earning a non-ADT degree	405	405	486	20%
2.3.B: Increase number of military veteran students earning a non-ADT degree	22	22	26	20%
2.3.C: Increase number of foster youth students earning a non-ADT degree	15	15	18	20%
2.3.D: Increase number of Asian students earning a non-ADT degree	175	175	210	20%
2.3.E: Increase number of Black/ African American students earning a non-ADT degree	17	17	20	20%
2.3.F: Increase number of Filipinx students earning a non-ADT degree	49	49	59	20%
2.3.G: Increase number of Latinx students earning a non-ADT degree	208	208	250	20%
2.3.H: Increase number of white students earning a non-ADT degree	116	116	139	20%

Goal No. 2: Elevating Equitable Engagement and Success (ties to Chancellor's Priorities 1, 2 and 4)

(Cont'd)

2.3.I: Increase number of students with two or more ethnicities earning a non-ADT degree	45	45	54	20%
2.3.J: Increase number of students with unknown ethnicity earning a non-ADT degree	16	16	19	20%

Objective	2025-26 Baseline	2027-28 Target	2029-30 Target	% Change
2.4: Increase number of students earning a certificate of achievement	653	653	849	30%
2.4.A: Increase number of economically disadvantaged students earning a certificate of achievement	391	391	508	30%
2.4.B: Increase number of military veteran students earning a certificate of achievement	13	13	17	30%
2.4.C: Increase number of foster youth students earning a certificate of achievement	20	20	26	30%
2.4.D: Increase number of Asian students earning a certificate of achievement	257	257	334	30%
2.4.E: Increase number of Black/ African American students earning a certificate of achievement	10	10	13	30%
2.4.F: Increase number of Filipinx students earning a certificate of achievement	30	30	39	30%
2.4.G: Increase number of Latinx students earning a certificate of achievement	171	171	222	30%
2.4.H: Increase number of white students earning a certificate of achievement	118	118	153	30%
2.4.I: Increase number of students with two or more ethnicities earning a certificate of achievement	40	40	52	30%
2.4.J: Increase number of students with unknown ethnicity earning a certificate of achievement	22	22	28	30%

Objective	2025-26 Baseline	2027-28 Target	2029-30 Target	% Change
2.5: Increase the number of students earning a noncredit certificate	189	189	208	10%
2.6: Increase the number of students completing nine or more CTE units	587	587	646	10%
2.7: Increase the percentage of students who secure living-wage employment within six months of program completion through the development of a structured Education-to-Employment Continuum that integrates post-completion career navigation, employer partnerships and targeted support for disproportionately impacted student populations	1,537	1,537	1,691	10%
2.7.A: Increase the number of economically disadvantaged students who secure living-wage employment within six months of program completion through the development of a structured Education-to-Employment Continuum that integrates post-completion career navigation, employer partnerships and targeted support for disproportionately impacted student populations	714	714	785	10%
2.7.B: Increase the number of military veteran students who secure living-wage employment within six months of program completion through the development of a structured Education-to-Employment Continuum that integrates post-completion career navigation, employer partnerships and targeted support for disproportionately impacted student populations	36	36	40	10%
2.7.C: Increase the number of foster youth students who secure living-wage employment within six months of program completion through the development of a structured Education-to-Employment Continuum that integrates post-completion career navigation, employer partnerships and targeted support for disproportionately impacted student populations	39	39	43	10%

Goal No. 2: Elevating Equitable Engagement and Success (ties to Chancellor’s Priorities 1, 2 and 4)

(Cont’d)

Objective	2025-26 Baseline	2027-28 Target	2029-30 Target	% Change
2.7D: Increase the number of Asian students who secure living-wage employment within six months of program completion through the development of a structured Education-to-Employment Continuum that integrates post-completion career navigation, employer partnerships and targeted support for disproportionately impacted student populations	546	546	601	10%
2.7E: Increase the number of Black/African American students who secure living-wage employment within six months of program completion through the development of a structured Education-to-Employment Continuum that integrates post-completion career navigation, employer partnerships and targeted support for disproportionately impacted student populations	50	50	55	10%
2.7F: Increase the number of Filipinx students who secure living-wage employment within six months of program completion through the development of a structured Education-to-Employment Continuum that integrates post-completion career navigation, employer partnerships and targeted support for disproportionately impacted student populations	97	97	107	10%
2.7G: Increase the number of Latinx students who secure living-wage employment within six months of program completion through the development of a structured Education-to-Employment Continuum that integrates post-completion career navigation, employer partnerships and targeted support for disproportionately impacted student populations	428	428	471	10%

2.7H: Increase the number of white students who secure living-wage employment within six months of program completion through the development of a structured Education-to-Employment Continuum that integrates post-completion career navigation, employer partnerships and targeted support for disproportionately impacted student populations	325	325	358	10%
2.7I: Increase the number of students with two or more ethnicities who secure living-wage employment within six months of program completion through the development of a structured Education-to-Employment Continuum that integrates post-completion career navigation, employer partnerships and targeted support for disproportionately impacted student populations	50	50	55	10%
2.7J: Increase the number of students with unknown ethnicity who secure living-wage employment within six months of program completion through the development of a structured Education-to-Employment Continuum that integrates post-completion career navigation, employer partnerships and targeted support for disproportionately impacted student populations	32	32	35	10%

Goal No. 2: Elevating Equitable Engagement and Success (ties to Chancellor's Priorities 1, 2 and 4)

(Cont'd)

Objective	2025-26 Baseline	2027-28 Target	2029-30 Target	% Change
2.8: Increase the number of students transferring to a four-year institution	1,550	1,550	1,705	10%
2.8.A: Increase the number of economically disadvantaged students transferring to a four-year institution	957	957	1,053	10%
2.8.B: Increase the number of military veteran students transferring to a four-year institution	47	47	52	10%
2.8.C: Increase the number of foster youth students transferring to a four-year institution	27	27	30	10%
2.8.D: Increase the number of Asian students transferring to a four-year institution	340	340	374	10%
2.8.E: Increase the number of Black/African American students transferring to a four-year institution	52	52	57	10%
2.8.F: Increase the number of Filipinx students transferring to a four-year institution	118	118	130	10%
2.8.G: Increase the number of Latinx students transferring to a four-year institution	406	406	447	10%
2.8.H: Increase the number of white students transferring to a four-year institution	254	254	279	10%
2.8.I: Increase the number of students with two or more ethnicities transferring to a four-year institution	106	106	117	10%
2.8.J: Increase the number of students with unknown ethnicity transferring to a four-year institution	25	25	27	10%

Objective	2025-26 Baseline	2027-28 Target	2029-30 Target	% Change
2.9: Increase number of students enrolling from first application	3,779	3,779	4,912	30%
2.9.A: Increase number of female Asian students enrolling from first application	662	662	803	21%
2.9.B: Increase number of Black/African American students enrolling from first application	89	89	126	42%
2.9.C: Increase number of all female students enrolling from first application	1,643	1,643	2,029	23%
2.9.D: Increase number of white students enrolling from first application	643	643	994	55%

Objective	2025-26 Baseline	2027-28 Target	2029-30 Target	% Change
2.10: Increase number of students completing transfer-level English and math within first year	1,517	1,517	1,669	10%
2.10.A: Increase number of male DSPS students completing transfer-level English and math within first year	28	28	38	36%
2.10.B: Increase number of first-generation students completing transfer-level English and math within first year	311	311	341	10%
2.10.C: Increase number of foster youth students completing transfer-level English and math within first year	20	20	26	30% increase
2.10.D: Increase number of Latinx students completing transfer-level English and math within first year	246	246	270	10% increase
2.10.E: Increase number of all LGBTQ+ students completing transfer-level English and math within first year	136	136	136	Maintain current rate
2.10.F: Increase number of nonbinary students completing transfer-level English and math within first year	15	15	15	Maintain current rate
2.10.G: Increase number of white students completing transfer-level English and math within first year	195	195	246	26%

Goal No. 2: Elevating Equitable Engagement and Success (ties to Chancellor's Priorities 1, 2 and 4)

(Cont'd)

2.10.H: Increase number of degree and transfer students completing transfer-level English within first year	2,153	2,153	2,368	10% increase
2.10.I: Increase number of degree and transfer students completing transfer-level math within first year	2,126	2,126	2,338	10% increase

Objective	2025-26 Baseline	2027-28 Target	2029-30 Target	% Change
2.11: Increase number of first-time students who persist from their first to second quarter	3,397	3,397	3,737	10%
2.11.A: Increase number of first-time Black/African American students who persist from their first to second quarter	62	62	76	23%
2.11.B: Increase number of first-time first-generation students who persist from their first to second quarter	991	991	1,045	5%
2.11.C: Increase number of first-time foster youth students who persist from their first to second quarter	65	65	81	25%
2.11.D: Increase number of first-time Latinx students who persist from their first to second quarter	838	838	921	10%
2.11.E: Increase number of first-time LGBTQ+ students who persist from their first to second quarter	298	298	328	10%
2.11.F: Increase number of first-time Pacific Islander students who persist from their first to second quarter	14	14	20	43%
2.11.G: Increase number of first-time white students who persist from their first to second quarter	450	450	487	8%

Objective	2025-26 Baseline	2027-28 Target	2029-30 Target	% Change
2.12: Increase number of students earning a degree or certificate	1,015	1,015	1,421	40%
2.12.A: Increase number of DSPS students earning a degree or certificate	26	26	49	88%
2.12.B: Increase number of first-generation students earning a degree or certificate	292	292	335	15%
2.12.C: Increase number of foster youth students earning a degree or certificate	31	31	43	39%
2.12.D: Increase number of Latinx students earning a degree or certificate	206	206	281	36%
2.12.E: Increase number of male LGBTQ+ students earning a degree or certificate	19	19	30	58%
2.12.F: Increase number of all male students earning a degree or certificate	441	441	571	29%
2.13: Increase number of credit ESL degree and transfer students completing transfer-level English or ESL in three years	272	272	280	3% increase
2.14: Increase the percentage of students who feel De Anza College prepared them academically and socially for their transition to a four-year college or university	60%	60%	75%	15 percentage point increase

Goal No. 3: Galvanizing Community Impact and Innovation (ties to Chancellor's Priorities 3 and 5)

Objective	2025-26 Baseline	2027-28 Target	2029-30 Target	% Change
3.1: Increase the percentage of students who report a high rate of civic capacity for global, cultural, social and environmental justice	42%	42%	50%	8 percentage points
3.2: Decrease percentage of students who report food insecurity	51%	51%	41%	-10 percentage points
3.3: Decrease percentage of students who report housing insecurity	47%	47%	37%	-10 percentage points
3.4: Increase percentage of students who report De Anza prioritizes their mental health and well-being	40%	40%	50%	10 percentage points
3.5: Increase percentage of students who report feeling a strong sense of belonging at the college	33%	33%	50%	17 percentage points
3.6: Increase percentage of students who report a strong sense of feeling valued and appreciated at the college	54%	54%	60%	6 percentage points
3.7: Increase percentage of students who report a strong sense of feeling connected and part of the college community	43%	43%	50%	7 percentage points
3.8: Increase percentage of students who report they are actively engaged in class and/or extracurricular activities	62%	62%	70%	8 percentage points
3.9: Increase the number of Engaged Learning course sections	5	5	20	300% increase
3.10: Increase the number of students who report their experience at De Anza improved their ability to be a critical consumer of information	0%	25%	75%	50 percentage points
3.11: Increase annual public grants revenue	\$500,000	\$500,000	\$1 million	100%
3.12: Increase number of employees who complete the President's Leadership Academy	30	30	45	50%
3.13: Increase percentage of nonwhite employees hired	50%	50%	55%	5 percentage points
3.14: Increase number of faculty members using augmented/virtual reality and cybersecurity labs for instruction	0	5	20	300%

3.15: Increase percentage of employees who express job satisfaction at De Anza	70%	70%	80%	10 percentage points
3.16: Increase the number of professional development opportunities for classified professionals	124	124	155	25% increase
3.17: Reduce greenhouse gas emissions by 50% from 2005 levels	TBD	TBD	TBD	50% reduction
3.18: Increase the number of students utilizing public transportation to and from campus	20%	20%	30%	10 percentage points
3.19: Increase percentage of college vehicles that are zero-emission	50%	50%	75%	50%
3.20: Increase portion of new buildings and major renovations meeting LEED standards	16%	16%	23%	7 percentage points



Measurement and Conclusion

Measuring Progress

The Strategic Plan's goals and objectives will be integrated into the college's regular assessment cycle – including program review and reviews of student learning outcomes (SLO), student services learning outcomes (SSLO), and administrative unit outcomes (AUO).

Overall progress on the strategic plan will be assessed annually by the College Planning Committee, which will develop action plans and make recommendations to College Council for addressing any goals or objectives in which progress is lagging. The planning committee will also develop a communications strategy to report progress on these metrics.

Conclusion

The De Anza College Strategic Plan 2027-2030 represents a deliberate evolution in institutional planning, building on established practices while providing enhanced responsiveness to emerging challenges and opportunities. Rather than serving as a ceremonial artifact, it will be an operational compass.

As described in earlier sections, the plan includes regular assessment and adaptability, rather than static goal setting, which will enable the college to pivot effectively as circumstances change. By integrating this ongoing data analysis with community-specific insights and broader educational mandates, aligned with the emerging priorities of our district and state, the plan will be a living document that informs decision-making across all levels of the institution.

Throughout the plan's implementation period, De Anza College will maintain its commitment to student-centered innovation, while leveraging this strategic framework to anticipate needs rather than merely respond to them. This forward-looking approach will position De Anza to not only adapt in the face of change but to lead transformative efforts within the community college sector.

Through unified planning efforts that place student dreams at the center of everything we do, coupled with annual refinements that respond to emerging opportunities and evolving needs, we will ensure that our strategic vision remains vibrant and highly effective in creating pathways to success for every student we serve.





Appendix 1: Key Planning Documents

- **America's AI Action Plan** (White House Policy Initiative) [<https://link.deanza.edu/pGWTQ>]
- **Bay Area Community College Consortium Regional Plan** [<https://link.deanza.edu/1vI3o>]
- **California Community Colleges Board of Governors: Climate Action and Sustainability Framework** [<https://link.deanza.edu/rOa6s>]
- **California Community Colleges Chancellor's Office: Vision 2030** [<https://link.deanza.edu/jAzHB>]
- **California Master Plan for Aging** [<https://link.deanza.edu/sPibW>]
- **De Anza College Strategic Initiatives** [<https://link.deanza.edu/tMEaW>]
- **Foothill-De Anza District Chancellor's Priorities** [See Appendix 2 on page 43]
- **Governor's Master Plan for Career Education** [<https://link.deanza.edu/Y1pDH>]
- **Governor's Road Map for Higher Education** [<https://link.deanza.edu/GE9aL>]





Appendix 2: Foothill-De Anza District Chancellor's Priorities

Strategic Priority No. 1

Equity by Design – Empower Every Learner for Impact

Advance justice-centered student success by reimagining learning experiences that removes systemic barriers and center possibility, especially for historically marginalized communities. Build pathways where every student becomes not just a graduate, but a changemaker in their family, workforce and society.

(From achievement gaps to transformation by design.)

Strategic Priority No. 2

Learning, Innovation and Liberal Arts Education

Redefine how and what we teach by integrating liberal arts education, critical thinking, civic engagement and career-aligned learning that prepares students for a complex world. Strengthen transfer pathways alongside workforce preparation to ensure students are equipped for further education, meaningful careers and active civic participation.

(Preparing whole humans to navigate an increasingly complex world.)

Strategic Priority No. 3

Digital Transformation and AI Readiness – Build a Human-Centered Tech Future

Equip our institutions, faculty and students to lead, not just adapt to, the digital frontier ethically and responsibly. Through a unified, equitable tech infrastructure, infuse our culture with the tools, mindsets and systems needed to thrive in an age of AI.

(Not just future-proof, future-making.)

Strategic Priority No. 4

Career Pathways and Economic Opportunities

Create the opportunity for every student to be on a career pathway that leads to a family-sustaining livelihood and economic mobility. Build bridges in higher education between learners and employers that are rooted in equity, relevance and regional transformation.

(Transforming student success into economic vitality.)

Strategic Priority No. 5

Global Citizenship and Civic Innovation – Educate for a Borderless World

Prepare learners to thrive as ethical, digitally fluent, globally minded and civically engaged citizens. In a time of climate crisis and geopolitical complexity, infuse curricula with global competence, ethical digital fluency and participatory democracy.

(Because the future belongs to those who can connect across cultures, sectors and systems.)

Glossary

Associate Degree for Transfer (ADT): A degree designed for California community college students to transfer to a CSU campus. It provides guaranteed admission to the CSU system (though not necessarily to a specific campus or major) for students who complete the required coursework in a designated major. ADTs include the Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T).

California College Promise Grant (CCPG): A state-funded financial aid program that waives enrollment fees for eligible students attending California community colleges. Formerly known as the BOG Fee Waiver, the CCPG is available to students who meet specific income or need-based criteria, allowing them to pursue higher education without paying tuition fees.

Career Development and College Preparation (CDCP): Structured educational programs that combine high-quality education, training and support services to help students – especially adult learners and those from underserved populations – enter or advance in specific occupations. These pathways are designed in partnership with regional employers and workforce agencies to align with labor market needs. They often include:

- Contextualized instruction (e.g., basic skills taught in the context of a career field)
- Workforce preparation and training
- Career counseling and support services
- Stackable credentials that lead to certificates, degrees or apprenticeships

CDCP programs are often noncredit and free, and they aim to accelerate students' progress toward employment or further education by organizing services in a way that meets individual needs and supports career advancement.

Career Technical Education (CTE): Educational programs that combine academic knowledge with technical and occupational skills to prepare students for certain careers. These programs are designed in collaboration with industry partners and often include hands-on learning, apprenticeships and other work-based experiences. CTE supports students of all ages in gaining the skills needed to enter or advance in the workforce; programs are aligned with California's economic and labor market needs.

Certificate of Achievement: A state-approved credit certificate awarded by a California community college to students who complete a prescribed sequence of courses in a specific field of study. A certificate sequence typically includes 18 or more quarter units and is designed to prepare students for entry-level employment, career advancement or further education. Certificates of Achievement are recorded on a student's transcript. Students taking required courses for a certificate may be eligible for financial aid.

Credit for Prior Learning (CPL): Academic credit that is awarded for validated college-level skills and knowledge gained outside a traditional college classroom. This includes learning from:

- Military training
- Industry or government training
- Apprenticeships, internships and work-based learning
- Volunteer and civic activities (e.g., Peace Corps)
- Professional certifications

CPL does not include credit for learning already assessed through formal education at accredited institutions. Credit may be awarded through methods such as:

- Specialized or standardized exams
- Evaluation of military Joint Services Transcripts
- Portfolio review
- Industry-recognized credential evaluation

The goal of CPL is to accelerate student progress toward degrees and certificates, especially for working adults, veterans and apprentices, while maintaining academic integrity and transferability.

Disability Support Programs and Services (DSPS): A college office that provides and administers support services and educational accommodations for students with verified disabilities, ensuring they have equal access to all educational programs and activities at California community colleges.

Dual Enrollment (CCAP): A dual enrollment program operated in partnership between a community college and high school district authorized by the College and Career Access Pathways Act (AB 288). These programs encourage high school students – particularly those underrepresented in higher education or not traditionally college-bound – to enroll in community college courses while still in high school. The courses may count toward both high school graduation and college credit. Key features include:

- Courses are offered under formal agreements between K–12 school districts and community college districts
- Courses may be closed to the general public and taught on high school campuses during the regular school day
- Students can take up 15 units per term of courses that are part of a CCAP-approved academic program
- Colleges may claim apportionment for CCAP enrollments
- Students can register as part of priority registration group 3
- Course offerings are intended to increase equity, improve college and career readiness, and accelerate completion of degrees or certificates.

Dual Enrollment (Non-CCAP): Dual enrollment programs that are offered outside the College and Career Access Pathways (CCAP) framework. These are governed by Education Code Section 76002 and are sometimes called “Special Admit” programs. Key features include:

- Courses are open to any high school student who is determined to be capable of benefiting from advanced scholastic or vocational coursework, and to adult school students who are enrolled in an adult education program operated by a California public school district.
- Students typically enroll in college-level academic or Career Technical Education courses that are open to the general public.
- Courses are usually held on college campuses, though they may also be offered online.
- Students may enroll in up to 11 units per term.
- Students have the lowest enrollment priority, except for Middle College high school students.
- Colleges may claim apportionment only if the course is open to the general public.
- No formal board-approved agreement is required between the college and the school district.
- Colleges report enrollment data through the Management Information System (MIS), but there are fewer reporting requirements than under CCAP arrangements.

Educational Master Plan (EMP): A strategic document that guides institutional development over a six-year period. Community colleges are required by state law to have a current EMP, which serves as a roadmap for aligning academic programs, student services, facilities and resources with the institution’s mission, vision and strategic plan goals.

Equity Plan: A planning document, also known as a Student Equity Plan, that identifies student equity gaps and ways to eliminate them, including specific metrics for measuring progress. All California community colleges are required to have a current Equity Plan under the Student Equity and Achievement (SEA) program, established in 2018 to consolidate and streamline efforts to improve student success and equity.

Facilities Master Plan: A long-range planning document that outlines the physical development of a college over a six-year period. It serves as a blueprint for how facilities will support the institution’s educational mission, strategic goals and projected growth.

First-Generation Student: A student whose parents or guardians did not attend college. This term also includes students with one parent or guardian who attended college, if no information is reported or known about the other parent or guardian.

Food Insecurity: A condition in which a student has limited or uncertain access to nutritionally adequate and safe food, or the ability to acquire such food in a socially acceptable manner. This includes students who:

- Cannot afford to eat balanced meals
- Worry about running out of food before having money to buy more
- Skip meals or reduce portion sizes due to financial constraints
- Go without eating for an entire day because of lack of resources

Full Time Equivalent Students (FTES): A workload measure used to determine state funding for California community colleges. It represents the equivalent of 525 hours of student instruction, which is based on one full-time student enrolled in 15 hours per week for a 35-week academic year

Housing Insecurity: A condition that includes a variety of challenges to maintaining safe, stable and affordable housing. This includes:

- Inability to pay rent or utilities
- Frequent moves or couch-surfing
- Living in overcrowded or unsafe conditions
- Risk of eviction or homelessness
- Living in temporary shelters, vehicles or motels

Leadership Academy: A professional development program that is designed to develop leadership skills and potential in faculty members, classified professionals or administrators through workshops, training, mentorship or other projects focused on areas such as communication, strategic planning and change management. These programs aim to equip participants with the competencies and knowledge to be effective leaders within the college and the wider community.

Middle College: A collaborative program in which a partner high school offers classes on or near a community college campus, providing an alternative learning environment where high school students can earn both high school and college credit simultaneously. Originally developed to address high dropout rates among high-ability, at-risk youth, these programs aim to:

- Provide a rigorous academic environment
- Offer direct access to college courses and services
- Support students in accelerating their educational pathways
- Improve college readiness and completion rates

Noncredit Certificate: A certificate awarded to students who complete a prescribed sequence of noncredit courses in a specific area. These certificates may be offered under the Career Development and College Preparation (CDCP) program and generally fall into one of these categories:

- English as a Second Language (ESL)
- Elementary and secondary basic skills
- Short-term vocational
- Workforce preparation

Noncredit certificates are either Certificates of Completion (which demonstrate achievement of a set of skills) or Certificates of Competency (which indicate readiness for employment or further education). Noncredit programs are tuition-free and eligible for enhanced state funding under California Education Code Sections 84757 and 84760.5 and Title 5 regulations.

Nonresident: A student who does not meet California residency requirements for tuition purposes, as specified under Education Code Sections 68000–68085 and Title 5 regulations. This typically means the student:

- Has not lived in California for at least one year and one day prior to the residence determination date, and
- Has not demonstrated intent to make California their permanent home (e.g., through voter registration, tax filings or other indicators)

Nonresidents are generally required to pay nonresident tuition fees, which are higher than the fees for state residents. However, some students may qualify for nonresident tuition exemptions. Examples of exemptions include:

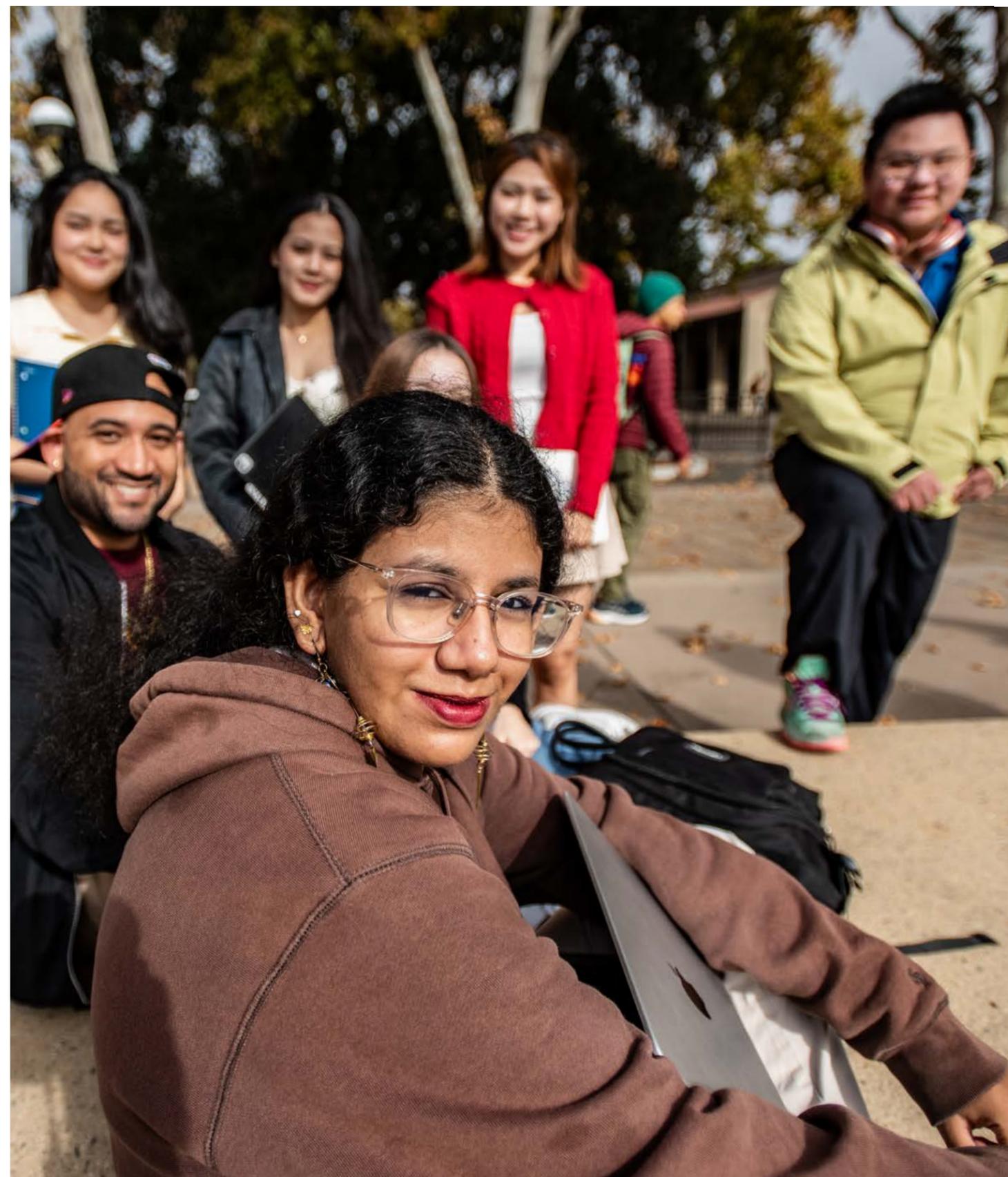
- Undocumented students who attended and graduated from California high schools, under terms specified by AB 540
- Students holding T or U visas granted to victims of trafficking or other serious crimes
- Military personnel and dependents under certain conditions

Pell Grant: A cash award under a need-based financial aid program operated by the U.S. Department of Education to help low-income undergraduate students pay for college. A Pell Grant is not a loan and doesn't need to be repaid.

Persistence: The rate of students who were enrolled in a particular term and continued their enrollment in the subsequent term or in the following year.

Regional Living Wage: The minimum income required to cover basic household expenses (such as food, clothing, housing, health care and transportation) and relevant taxes, for someone living in a particular geographic area. Attainment of the regional living wage is measured by calculating the percentage of students who obtain employment sufficient to earn a living wage within two quarters after completing their education.

Success Rate: The rate of students who succeed in a course, which is defined as completing the course with a grade of A, B, C or P (and corresponding +/- grades). The rate is determined as a percentage of the total number of students enrolled in the course after census, including those that received a D, F, Incomplete, NP grade or withdrew from the course with a W or EW grade.





 DeAnza
College

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