



**New Classified Staff and Administrator Request Justification
Complete One Per Program/Area**

Date: April 11, 2025

Division: Equity & Engagement

Program/Area: New Request: Jewish Student Life Center

Number of Positions Requiring New Funding (does not apply to refilling existing positions): 1

Requested Position	Classified or Administrative Position	Salary Schedule or Position Grade	Area Ranking*
Program Coordinator I/II	Classified	C1-59	
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* If requesting more than one position within the same area, please provide the area’s priority ranking for each position to help inform RAPP of the priority preferences as determined by the area.

Guiding Principles

De Anza College's [mission](#) and [Educational Master Plan](#) serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its educational master plan:

- *Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change.*

Through its [Equity Plan Re-Imagined](#), it identified the following framework to work towards narrowing long-standing equity gaps:

- **Racial Equity:** Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- **Student Success Factors:** The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles, please provide information for each of the following areas, please refer to the comprehensive program review to inform your responses:

A. Program Information

- 1. Provide a brief job description of the position in 3-4 sentences so the committee can better understand the scope and duties of the position.**

- a. This advanced journey-level position involves establishing, developing and coordinating the Jewish Student Life Center, and focuses specifically on enhancing the campus experience for Jewish students. The incumbent will develop and implement culturally relevant programs and events that promote Jewish cultural awareness and foster an inclusive community environment. Responsibilities include ensuring program compliance with pertinent laws and standards, managing detailed reporting and accountability strategies, and addressing the unique needs of the Jewish student population. Additionally, the role involves budget oversight, including securing funding for initiatives and managing expenditures. The program coordinator will establish specific objectives and timelines to effectively deliver programs that support the educational and cultural needs of Jewish students.
2. **Provide a brief overview of the services the program provides and how they align with the mission of the college. How does the program facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional [mission](#), the [Educational Master Plan](#), and the [Equity Plan ReImagined](#)?** (refer to the comprehensive program review areas: Mission and Goals and annual program review questions 3 & 4)
 - a. The proposal to establish a Jewish Student Life Center at De Anza College is closely aligned with the college's core mission and strategic planning documents, including the Educational Master Plan and the Equity Plan Re-Imagined.
 - i. **Alignment with the College Mission:** The mission of De Anza College emphasizes the importance of inclusivity and the promotion of an environment that supports the educational needs of a diverse student body by providing opportunities for learning and growth (De Anza College, n.d.). The Jewish Student Life Center directly supports this by creating a space that celebrates Jewish identity and fosters inclusivity, thus enhancing the supportive environment that the mission advocates.
 - ii. **Supporting the Educational Master Plan:** The Educational Master Plan for 2022-2027 highlights the importance of student engagement and equity, with specific goals to create learning environments that are inclusive and supportive of all students, including those from underrepresented groups (De Anza College, 2022). The Jewish Student Life Center meets these goals by providing intentional programming that supports Jewish students, encouraging their engagement, and ensuring their representation in campus life.
 - iii. **Contribution to the Equity Plan Re-Imagined:** The Equity Plan Re-Imagined focuses on transforming the institution into an equity-minded community that actively engages in the elimination of equity gaps (De Anza College, 2022). The Jewish Student Life Center contributes to this plan by addressing the needs of Jewish students,

offering programming aimed at combating antisemitism, and promoting cultural understanding, which are critical steps towards achieving the broader equity goals of the institution.

3. What are the historical staffing patterns within the program over the last few years? (refer to comprehensive program review areas: Employee Needs, Human Resources and annual program review questions 5 & 6)

- a. This request to establish a Jewish Student Life Center is new, and historical staffing patterns do not exist. The center is inspired by the Sacramento State University's Jewish Student Life & Resource Center. At De Anza, the only comparable Center on campus is the PRIDE Center and Learning Community where the LGBTQ community is a population identified by the state and local data as a disproportionately impacted group. The PRIDE Center was developed out of very specific seed funding from the SIP grant.

4. What types of disaggregated data are used to address the program's goals and objectives? (refer to the comprehensive program review areas: Exploring Course Success Rate Trends, Assessment Cycle, or Student Learning, Development and Success (CAS form only))

- a. [2022-2023 Data](#) demonstrates that students who identified as Israeli accounted for 113 students and 574 enrollments. Their success rate is 90%. The success rate is higher than all students at the College, which is 80%. In fall 2024, 70 students, representing 0.39% of the total student body, identified their ethnicity as Israeli. It is important to note that the state of California and the College do not gather data on religious identities, and the above data does not include the broader Jewish diaspora population on campus.

5. What evidence does the program use to create strategies for improving student learning, development and success? (refer to the comprehensive program review areas: Program Goals, Action Steps)

- a. The proposal to establish a Jewish Student Life Center at De Anza College indicates that the use of both qualitative and quantitative data will inform strategies aimed at improving student learning, development, and success. By using these varied sources, the Jewish Student Life Center will seek to develop strategies that are responsive to the needs of Jewish students, and promote their academic success, personal development, and cultural engagement. This comprehensive approach will ensure that initiatives are grounded in student's lived experiences and needs, enhancing their effectiveness and relevance. Here are the key evidential approaches proposed:
 - i. **Focus Groups and Surveys:** The proposal suggests focus groups and surveys to directly hear from students about their needs and experiences. This feedback will provide valuable insights into the specific challenges experienced by Jewish students, allowing the

- program to tailor its resources and activities effectively.
- ii. **Comparative Analysis with Similar Programs:** By examining successful initiatives at institutions like Sacramento State, which has established a Jewish Life and Resource Center, the program can adapt proven strategies to enhance student engagement and support at De Anza College. This benchmarking approach helps in designing programs that have shown positive outcomes elsewhere.
 - iii. **Community Feedback:** The proposal highlights the importance of engaging with local Jewish organizations and synagogues, which can offer additional perspectives on the needs of Jewish students. These partnerships may provide financial and programmatic support as well as assist in understanding community expectations and cultural significance, which is crucial for fostering an inclusive environment.
 - iv. **Assessment of Campus Climate:** Initial feedback from the Jewish Student Association indicates a perceived lack of visible Jewish presence and programming on campus. Addressing this through intentional programming and space dedicated to Jewish student activities can directly impact student engagement and identity affirmation, contributing to overall student success.

6. What assessment plans and processes does the program use to document progress toward achievement of its mission, goals, outcomes and objectives?

(refer to the comprehensive program review areas: Program Goals, Action Steps and annual program review questions 1-6)

- a. Building on the answer in question 5, the program plans to use focus groups and surveys to gather data directly from students about their experiences and needs. The center may utilize the program review process to assess its programs and services. The program review could include analysis of participation rates, student feedback, event success, and other relevant metrics. The Center will solicit regular input from community partners such as Hillel of Silicon Valley and local synagogues who can provide external perspectives on the center's effectiveness. This feedback is crucial for evaluating the community impact of the center's programs and ensuring they align with broader community needs. Lastly, Comparing program outcomes with similar initiatives provides benchmark for success. This comparison can highlight strengths and areas for growth, guiding continuous improvement.

7. How does the program respond to the needs of individuals, constituents, and populations with distinct needs to ensure equitable access for all students? (refer to the comprehensive program review areas: Population Served, Programs and Services)

- a. The proposal to establish a Jewish Student Life Center at De Anza College outlines several strategies to respond to the distinct needs of Jewish students,

ensuring equitable access and fostering an inclusive campus environment. These strategies demonstrate a commitment to meeting the specific needs of Jewish students and enhancing overall inclusivity and equity throughout the campus environment. Such efforts align with De Anza College's broader mission and equity goals, ensuring that all students, regardless of their background, have access to the support and resources they need to succeed. Here are key aspects of how the program plans to address these needs:

- i. The center provides a dedicated space for Jewish students to gather, celebrate, and engage in cultural and religious practices and raises the visibility and presence of Jewish culture on campus.
- ii. By hosting educational programs and training sessions on combating antisemitism and fostering allyship, the center aims to educate the wider campus community. This proactive approach not only supports Jewish students but also promotes a safer and more inclusive environment for all students.
- iii. The center plans to offer programming around Jewish holidays and Shabbat dinners, which are important for cultural and religious observance. This ensures that Jewish students can maintain their religious practices while at college, providing them with equitable access to their cultural traditions which has the potential for other groups to express themselves in their cultural and religious identities.
- iv. The center intends to collaborate with other campus organizations to promote interfaith and intercultural understanding. These partnerships are crucial for creating a campus environment that respects and celebrates diversity, thus supporting the broader goals of equity and inclusion for all students.
- v. The use of focus groups and surveys, and the college's program review process will allow the center to continually assess the needs of Jewish students and adjust its programs accordingly. This responsive approach ensures that the services provided are relevant and effective, addressing any emerging needs or challenges.

8. How does the program develop, adapt and improve programs and services in response to the needs of changing environments, populations served and evolving institutional priorities?

- a. Based on the assessment findings, the program coordinator will develop, design and implement programs that address the specific needs of students in collaboration with campus and community stakeholders. This might involve initiating new cultural or educational programs or adjusting existing services. The coordinator will act as a liaison between the students and the college administration, advocating for necessary resources and support to ensure the center's activities align with institutional priorities and equity goals. This ensures that the center responds to the immediate needs of its students and contributes meaningfully to the long-term strategic objectives of De Anza

College.

B. Justification for EACH requested position, please respond in 300 words or less.

9. **Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?** (refer to the comprehensive program review areas: Employee Needs, Human Resources and annual program review questions 5 & 6)

- a. The position of Program Coordinator for the Jewish Student Life Center at De Anza College is crucial for steering the Jewish Student Life Center towards sustained growth and relevance. This position ensures the effective delivery of services and programs and enhances the overall campus environment, making it more inclusive and supportive for all students. The Program Coordinator will:
 - i. serve as the central figure in the administration of the center, overseeing the development and implementation of its activities and services. This leadership role ensures that the program's objectives are clearly defined and pursued with focus and consistency.
 - ii. ensure that the center remains responsive to the needs of Jewish students and adapts to changes in the student body and broader college environment.
 - iii. design and facilitate a range of educational and cultural programming that enhances students' understanding of Jewish culture and heritage, while also promoting inclusivity and diversity on campus. These programs not only support Jewish students in celebrating and exploring their identity but also educate the broader campus community, fostering a more inclusive environment.
 - iv. build and sustain partnerships with external organizations and community groups bringing additional resources, expertise, and networking opportunities to the center, enhancing its offerings and visibility.
 - v. advocate for the needs and interests represented in campus discussions about student life, diversity, and inclusion. This advocacy is crucial in maintaining the visibility of Jewish students within the college's planning and decision-making processes, ensuring that their specific needs are considered in broader institutional strategies.
 - vi. continuously evaluate the program's impact and effectiveness

10. **How does the position support on-going college operations and/or student success?** (refer to the comprehensive program review areas: Exploring Course Success Rate Trends, Programs and Services, Access, Equity, Diversity, and Inclusion)

- a. The Program Coordinator for the Jewish Student Life Center at De Anza College would play a pivotal role in enhancing student engagement and supporting the college's diversity and inclusion initiatives. By developing and implementing cultural and educational programs, the coordinator improves student retention and ensures a respectful, inclusive campus climate. These initiatives align with the college's strategic goals and prepare students for a

diverse workforce.

The coordinator also fosters community building by facilitating networking opportunities that connect students with mentorships and internships, crucial for professional development and future employment. Advocating for the needs of Jewish students, the coordinator ensures policies accommodate religious observances and dietary requirements, enhancing campus inclusivity.

Additionally, the coordinator links students to essential academic and non-academic resources, which is vital for comprehensive student support. They regularly evaluate program effectiveness, making data-informed decisions to adapt and improve services, ensuring they meet student needs and college priorities.

By collaborating with other departments and participating in college committees, the coordinator integrates the center's activities with broader institutional objectives, significantly contributing to the operational effectiveness and student success at De Anza College.

11. How does this request align with the program's needs as detailed in the program review or CAS form?

- a. This request is the initial request for establishment of a Jewish Student Life Center therefore there is no program review of CAS on file currently.

12. Explain how the work will be accomplished if the position is not filled.

- a. If the Program Coordinator position for the proposed Jewish Student Life Center at De Anza College is not approved, it will be impossible to establish the Center. Current campus staff do not have the capacity to establish the Center. There are no state categorical funds or grants that would apply here, so the general fund would be required to support the Center.

The Jewish Student Association (JSA) was newly established through the student government process, and is supported by student development staff, faculty advisors for the JSA and the JSA leadership and members. Current programming, student support and advocacy is delivered in collaboration with campus and community stakeholders. For example, the Office of Equity has initiated support for the Jewish American Heritage Month programming efforts. These collaborative measures can be put in place but do not fully meet the request as indicated in the proposal for establishing a Jewish Student Life Center and hiring the dedicated staff.

13. Other information, if any.

14. **Dean/Manager Comments** (Deans, please review the form for completeness and clarity and provide additional details as needed)

- a. There is currently no precedent on campus for the establishment of ethnic or religious centers. Ethnicity is identified as the “category that identifies a social group of people on the basis of a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language or religious traditions.”
(<https://www.cccco.edu/-/media/CCCCO-Website/docs/glossary/final-dei-glossary-a11y.pdf>)

The establishment of the Jewish Life Center would be the first, however, this will not be accomplished without dedicated staff and funding. The Jewish Student Association submitted a proposal requesting funding for the Center that includes programming, dedicated space (centrally located on campus) and the program coordinator position. The program coordinator is expected to collaborate with campus stakeholders and community organizations such as Hillel of Silicon Valley, local synagogues, and the Jewish Federation of Silicon Valley.