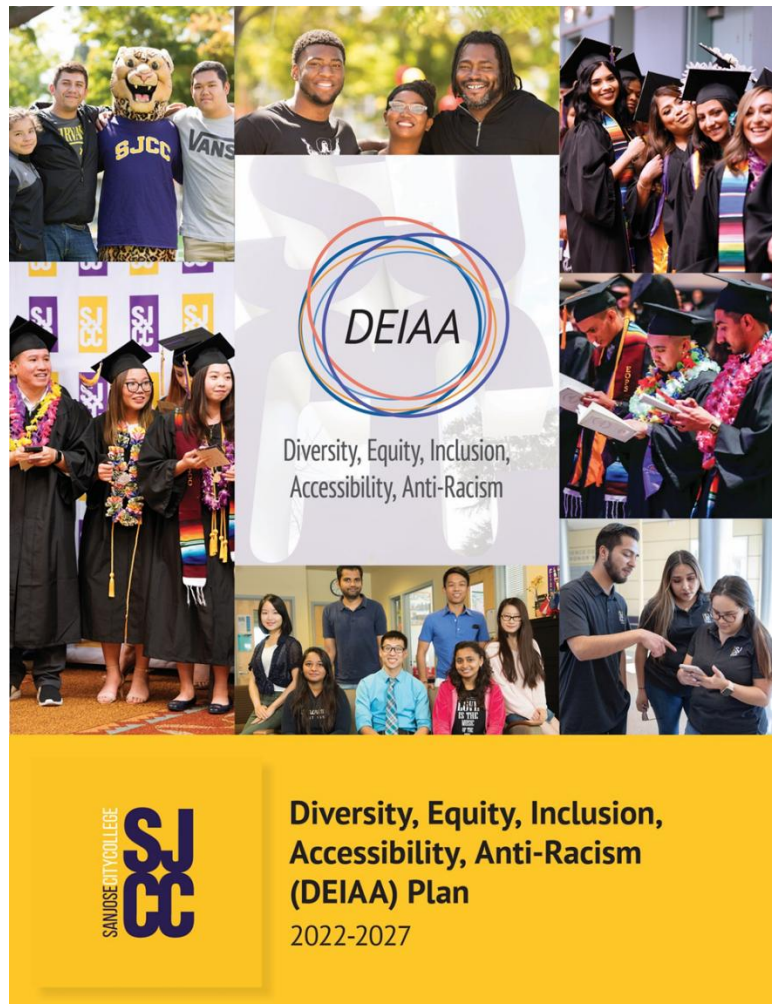


# 2025 SJCC DEIAA Plan Annual Status Report



Prepared by: SJCC Diversity Advisory Committee

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# 2025 SJCC DEIAA Plan Annual Status Report

The SJCC DEIAA Plan is integral in mapping the College's path to deepen students' and employees' sense of belonging. Therefore, the Diversity Advisory Committee (DAC) prepared the following annual report detailing the status and accomplishments of the SJCC DEIAA Plan goals within each strategic priority: Strengthening Student Success, Advancing Anti-Racism, & Amplifying Accessibility.



## PRIORITY 1: Strengthening Student Success

**Targeted Areas:** Learning Communities, Library Resources, Basic Needs and Retention, Mental Health Services, Technology Equity, and Assessment Equity

### ***LEARNING COMMUNITIES***

**Goal:** Establish an Asian American and Pacific Islander (AAPI) Learning Community program for SJCC AAPI students.

**Status:** Complete



LEAP (Leveraging Education for AAPI Progress) Learning Community was established at San José City College with funding secured from the Sobrato Family Foundation. The LEAP Learning Community is currently funded through the AANHPI grant.

**Goal:** Increase student participation in the SJCC Puente Program, SJCC Umoja Program, and SJCC Metas Program

**Status:** In Progress



SJCC currently supports a single-cohort model (n=25-30 students). We plan to pursue a second cohort for AY25-26.





The SJCC Umoja Program updated its recruitment strategy to accommodate an academic year cohort model. As a result, the program has maintained 50+ students each Fall cohort compared to 12 students in Fall 2021. The program has sustained participation throughout the AY24-25



The METAS Center has worked to increase student engagement and participation through events, workshops, and a new communication strategy including outreach campaigns to keep students engaged and informed year-round through phone calls, text messages, emails, and social media.

**Recommended next steps:** The College will include new and emerging learning communities (e.g., Si Se Puede, LEAP, Rising Scholars, etc.) in the next DEIAA Plan and rewrite the goal to focus on term-to-term persistence.

**Goal:** Increase support for English language learners

**Status:** In Progress



The SJCC ESL department hired staff to manage outreach and program application functions, rolled out new virtual & printed marketing tools, centralized ESL helpdesk operations, increased the number of hyflex courses to accommodate student need, and developed curriculum for mirrored courses that align with the for-credit offerings.



**PRIORITY 1:**

**Strengthening Student Success**

**Targeted Areas:** Learning Communities, Library Resources, *Basic Needs and Retention*, Mental Health Services, Technology Equity, and Assessment Equity



## **LIBRARY RESOURCES**

**Goal:** Establish DEIAA-focused library collection (print and electronic) to support teaching and learning needs.

**Status:** Complete



The SJCC César Chávez Library strengthened the campus's sense of belonging and awareness within the past year through various Heritage Book Displays and programs. One of the objectives of this effort was to selectively acquire materials that better reflect the diversity of the student body. The focus of the library's DEIAA-focused collection building efforts has been collecting print materials to feature during campus Heritage Month Celebrations. The library purchased collections to support: Latinx Heritage Month, Filipinx-American Heritage Month, American Indian Heritage Month, and Black History Month. Acquisitions for Asian Pacific American Heritage, Middle Eastern Heritage, and LGBTQ+ Pride months are planned soon. DEIAA-focused funds have also supported purchasing four new display cases, which feature book displays for Heritage Celebrations in the library in the coming months.

The library will unveil the following namesake curriculum collections in Spring 2025:

- The SJCC Dolores Huerta Latiné Honors Curriculum Collection
- The SJCC Reverend Jethroe (Jeff) Moore II Black/African American Curriculum Collection
- The SJCC Dr. Viet Thanh Nguyen Asian Pacific American Curriculum Collection
- The SJCC Carol A. Morillo-Vasquez American Indian & Alaskan Native Curriculum Collection
- The SJCC Ken Yeager LGBTQ+ Curriculum Collection



### **PRIORITY 1:**

## **Strengthening Student Success**

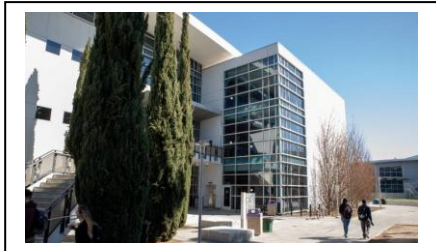
**Targeted Areas:** Learning Communities, *Library Resources*, Basic Needs and Retention, Mental Health Services, Technology Equity, and Assessment Equity



## ***BASIC NEEDS AND RETENTION***

**Goal:** Centralize the College's basic needs and retention coordination efforts.

**Status:** Complete



In compliance with AB 132, SJCC established a basic needs coordinator position and hired the inaugural person to begin working July 1, 2022. The College also established the SJCC Student Success and Retention Center located on the first floor of the SJCC César Chávez Library in the Learning Resource Center in room L-114.

## ***MENTAL HEALTH SERVICES***

**Goal:** Increase access to mental health services

**Status:** Complete and On-going



The San José City College Student Health Services mental health team partnered with The Steve Fund, a national organization focused on mental health specifically for students of color, for two years from the 2021-2022 Academic Year through the 2022-2023 Academic Year. Because we participated in the initiative, the College was able to create new outreach collateral, create a new webpage, create a new mental health referral online form, collocated Mental Health Counselors within the Counseling Division, and began

conversations with stakeholders on best practices as it pertains to mental health. The College continues to invest in a Case Manager, which is a full-time, tenured faculty position, and invests in hiring two associate faculty Mental Health Counselors to help meet the needs of students. Furthermore, Student Health Services has also begun working and strengthening relationships with entities including, but not limited to, the County of Santa Clara Behavioral Health Department and Bill Wilson Center to help meet the mental health needs of students not provided by the College. We will continue to increase awareness of mental health services available on campus and with community partners by hosting outreach events on campus- Wellness Fair 9/30/2025, links to other community agencies on our website, and, most importantly, via direct face-to-face exchanges between students and staff here at SHS.



Student Health Services will reenter the faculty prioritization in Fall 2025 to request a full-time mental health counselor with an emphasis on bringing in a counselor who is bilingual and/or LGBTQ+ identified.

## ***TECHNOLOGY EQUITY***

**Goal:** Establish a “Mobile Campus.”

**Status:** In Progress



The Technology Committee is working with the ITSS to complete the Technology Master Plan, which will address campus recommendations for software and other technology that the College will use to encourage the use of education technology for student success. The Technology Committee has also engaged in ongoing discussions on how the College will move forward to a mobile environment.

Additionally:

- Mobile campus is an ongoing effort. Primarily for staff and faculty.
- The District Foundation has been made aware of the need to give students laptops to own and keep.
- Departments like EOPS have used funds to purchase laptops for their students.
- Other departments work with Campus CTSS to provide computing devices for their departments to manage and use for students.
- Campus does not currently provide laptop loaner programs to students.
- General use computers in classrooms, LRC, library and open computer labs on campus will be upgraded to new hardware within the next 2 years.
- Specialized higher-end computing computers will be upgraded in certain open computer labs and LRC within 2025 year.
- Employee laptops are due for a hardware refresh within the next 2 years.
- New printers/copiers will be upgraded within 2025 year.
- Network capacity and upgrades in progress and scheduled to complete within 2025 year.





Summary of online course offerings:

Academic Year	Semester	No on campus requirement				On campus requirement			
		Asynchronous	Hybrid Zoom	Zoom Synchronous	Total	On Campus and Zoom	Hybrid on Campus	On Campus	Total
<b>21-22 Total</b>		509	347	5	861	355	9	471	835
<b>22-23 Total</b>		456	195	50	701	125	225	709	1059
<b>23-24 Total</b>		465	77	63	605	38	399	811	1248
<b>24-25 Total</b>		427	71	48	546	44	390	726	1160
<b>25-26 Total</b>		178	28	19	225	18	195	344	557
<b>Grand Total</b>		2035	718	185	2938	580	1218	3061	4859

Distance Education:

- The Distance Education Faculty Handbook provides faculty with information and resources to help support students.
- There is a "SJCC Blank Course Template" that is updated regularly and shared with faculty through Canvas Commons. This allows instructors to provide an Orientation module that includes information on student support services, tech support, tutoring, and online readiness tutorials among other resources for students. Faculty are encouraged to use this Orientation module for their courses.
- SJCC has increased the number of ZTC courses both for in-person and for DE courses. This is important for our online students. For Spring 2025, we are at 47.4% offering students Zero Textbook Cost (ZTC) and Low Textbook Cost (LTC) courses. ZTC and LTC icons display on the course schedule making it easy for students to know which courses are available with zero or low textbook costs.
- Within all Canvas courses a link has been added to the "SJCC SPOT Program to your Major" website in the Course Menu. This makes it easy for students to access information on how they can earn certificates and degrees from right within the course they are enrolled in. This mapping tool allows students to see how their classes can help them earn degrees and certificates.
- SJCC provides online tutoring as well as NetTutor online tutoring to help support online students.



- The DE Coordinator provides weekly training every semester for all faculty to improve course design and development including accessibility tools. This includes showcasing accessibility tools that are available within Canvas for students so that instructors can better support their students (such as Immersive Reader and Ally to convert documents into a file format that supports their learning preference). Training for faculty also includes topics around Regular Substantive Interaction and checking and designing with Accessibility in mind.
- SJCC has been designated as a Certified Peer Online Course Review campus, meaning that we have a full-fledged certified POCR team and process. We are currently working with several faculty to align their courses with the CVC Course Design Rubric and get quality badging approval. Currently we have one course badged and are working on three more this semester. This will help benefit our students when taking courses that have been aligned to the rubric. It has been shown that quality reviewed courses help students with success and completion of courses.
- Currently we are working on a Student Support Hub Canvas site with plans to include this within Canvas as a menu option for all courses. This 'hub' would provide resources in an easy, quick-to-access location right within Canvas courses. This is particularly beneficial for all students, but particularly those online.
- All students have access to Microsoft 365 for free.

## ***ASSESSMENT EQUITY***

**Goal:** Enhance the College's capacity for assessing student equity.

**Status:** In Progress



SJCC has been working towards creating data informed institutional culture, where we will collect and use data to make decisions that serve our student population. Data on equity issues has been used for quite a while, most notably by the SEAP committee in the drafting of the 2022-2025 Student Equity Plan (SEP). For the upcoming SEP, all the colleges within the state of California can utilize a new data visualization tool Data

Vista. Data Vista is the metrics platform for information on California Community Colleges and





Adult Education student success. Data Vista is designed to inspire a greater understanding of student achievement, build understanding about student outcomes and provide information to support evidence-based decision making at schools, colleges and within the state.

The Office of Research, Planning, and Institutional Effectiveness (RPIE) is a valued resource for the College and has designed an equity dashboard to assist members of the College in understanding and using this data. The dashboard is integral to the faculty professional development opportunity, Cultural Assessment for Response Education (CARE). For the faculty members who have attended the training, the dashboard allows the faculty members to see equity gaps within their sections rather than for a course or a subject area.

The College is committed to using data to address equity issues. The College has continued to utilize the Student Equity Rubric into the Program Review process. Further, all program review data includes disaggregation by race, ethnicity, gender, and age groups as well as by modality of teaching to observe any inequities experienced by specific groups or by modality of teaching. With respect to the collaboration with the District ITSS, special programs at SJCC have been utilizing Colleague Campus Organizations feature to document which students are in special programs. Through that work, the Office of RPIE can run program review reports that include disaggregation of outcomes for special populations.

Lastly, the Office of Research, Planning, and Institutional Effectiveness is working with District Office ITSS to revamp the data warehouse to create more updated reports and visualizations so data points can be at the fingertips of various constituency groups and the leadership team. The goal is to move away from long-held myths to data informed discussions and decisions that focus on diminishing equity gaps.



## PRIORITY 2: Advancing Anti-Racism

**Goal:** Establish SJCC Anti-Racism Taskforce and Increase institutional capacity to humanize education and dismantle systemic racism.

**Status:** In progress

The Diversity Advisory Committee is working with campus constituencies and the College Advisory Council to establish the taskforce in AY25-26



**Goal:** Increase institutional capacity to humanize education and dismantle systemic racism.

**Status:** In progress

**Summary Report: San Jose City College (SJCC) Culturally Responsive Pedagogy & Practices (CRPP) Innovative Best Practices (IBP) Grant and the Curriculum Analysis for Responsive Education (CARE) Program**

In the Spring of 2023, San Jose City College (SJCC) was awarded a \$300,000 Culturally Responsive Pedagogy & Practices (CRPP) Innovative Best Practices (IBP) Grant. This highly competitive, one-time grant supports institutions that are committed to advancing Diversity, Equity, Inclusion, and Accessibility (DEIA) by developing culturally competent professional development programs for faculty. The goal of this grant is to foster faculty growth in the areas of culturally responsive pedagogy and practices, particularly in relation to serving disproportionately impacted and underrepresented student populations. The CRPP IBP Grants aim to provide faculty with DEIA-focused professional development opportunities, thereby enhancing their ability to support student success and outcomes.

SJCC was recognized for its proposal, which led to the development of the *Curriculum Analysis for Responsive Education (CARE)* program. This innovative program, launched in Spring 2023, is designed to foster faculty self-reflection and transformation, utilizing a data-informed approach to teaching practices and policies. Through this initiative, faculty are empowered to engage with their own biases, gain insight into evidence-based strategies for inclusive education, and take actionable steps to address equity gaps within the classroom.

**Program Outcomes:**

CARE Program Outcomes are as follows:

1. Faculty will develop a deeper understanding of their personal biases and how these biases impact their teaching practices and, consequently, student learning and skill development.
2. Faculty will engage with literature on best practices for creating inclusive and culturally responsive learning environments, including strategies for anti-bias teaching.
3. Faculty will utilize the SJCC Equity Dashboard, which provides disaggregated student success data, to identify disproportionate impacts among different student groups.
4. Faculty will leverage this data to design and implement interventions aimed at addressing identified equity gaps.
5. Faculty will cultivate a commitment to share resources, insights, and strategies focused on equity-mindedness, inclusivity, cultural competency, anti-biased pedagogy, and universal design for learning.

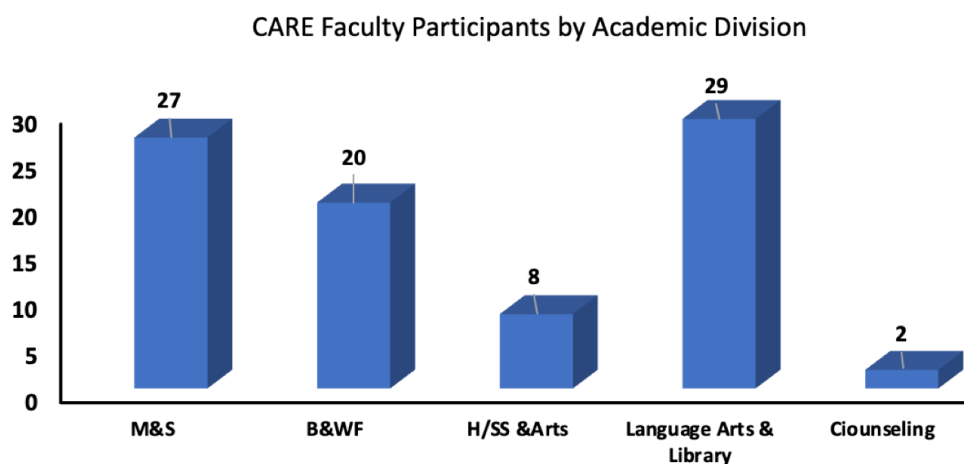


## The Equity Dashboard:

In partnership with the Office of Research, Planning, and Institutional Effectiveness, SJCC developed the *Equity Dashboard*, which provides comprehensive, disaggregated student success data by ethnicity, gender, age, and combinations thereof. This tool allows faculty to drill down into data at various levels, including the division, department, and classroom levels. The disaggregated data at the classroom level enables faculty to reflect on how their teaching practices and policies correlate with student outcomes. The CARE program, when combined with the Equity Dashboard, creates a robust mechanism for fostering a data-driven institutional culture focused on equity and continuous improvement.

## Faculty Participation:

Since the launch of the CARE program in Spring 2023, a total of 86 faculty members from various academic divisions have completed the professional learning experience. Table 1 below outlines the representation of faculty participants by academic division.



M&S - Math & Science

B&WFD - Business & Workforce Development

H/SS & Arts - Humanities, Social Sciences, and Arts

L. Arts & Library - Language Arts & Library

## Suggestions for Institutionalizing the CARE Program:

- 1. Integration into Faculty Development Planning:** To institutionalize the CARE program, it should be incorporated into the college's long-term faculty development strategy. This could involve establishing the CARE program as an annual or semi-annual requirement for faculty professional development, aligning it with broader faculty evaluation and support systems.



2. **Integration into Curriculum Review and Development:** The principles learned through the CARE program could be embedded into the curriculum review process. This would ensure that all courses at SJCC reflect culturally responsive pedagogy, inclusive practices, and a commitment to equity. Faculty could be encouraged to include these principles as part of their course syllabi and teaching methodologies.
3. **Expand Participation and Outreach:** Increasing faculty participation across all divisions is essential for institutionalizing the program. This could be achieved by promoting the program more widely, including through orientation sessions for new faculty, and offering incentives (e.g., stipends or professional development credits) for participation.
4. **Embedding Equity Metrics into Performance Evaluation:** To further institutionalize the program, faculty performance evaluations could include metrics related to culturally responsive teaching and engagement with equity data. This would create accountability and ensure that faculty are continuously focused on improving student outcomes through an equity lens.
5. **Long-Term Funding and Sustainability:** While the CRPP IBP Grant provides initial funding, it is important to secure long-term funding to ensure sustainability. This could involve seeking additional grants, partnerships with local organizations, or reallocation of institutional funds to support the program's growth and continuity.
6. **Community of Practice:** A sustainable community of practice could be developed to support ongoing collaboration among faculty who have participated in the CARE program. This community could serve as a forum for sharing strategies, challenges, and successes in implementing culturally responsive teaching practices. Regular meetings or workshops would encourage continued professional growth and ensure that the work of the CARE program is carried forward.
7. **Student Involvement and Feedback:** To ensure the program's impact is truly transformative, involving students in the process—through focus groups or feedback surveys—will help faculty understand how their changes in pedagogy and classroom policies are affecting student experiences. This would provide valuable insights and inform future iterations of the program.



## **SJCC CARE Faculty Facilitators**

Jose Antonio Cabrera

Shelley Giacalone

Madhavi Sudarsana



## **PRIORITY 3: Amplifying Accessibility**

**Goal:** Enhance services to students with disabilities through advancements in processes and institutional capacity.

**Status:** Complete and On-going

**Conduct an annual comprehensive institutional accessibility audit to objectively evaluate student support services, curriculum, campus facilities, and the state of campus technology and identify a cooperative implementation plan to improve campus accessibility.**

SJCC Student Accessibility Services (SAS) participates with the California Community Colleges Chancellor's Office - Disabled Student Programs & Services (DSPS) unit to conduct an annual survey of employees and students alike. This year, the survey will take place later in spring 2025. See below for additional information:

### **DSPS Biennial Survey Information**

Below you will find information about the upcoming DSPS Biennial Survey, a valuable tool for evaluating the effectiveness of Disabled Student Programs and Services (DSPS) at California Community Colleges. We will discuss this survey at the DSPS Director's Program Meeting on February 25th, but I wanted to send information out prior to the meeting to allow time for questions.

**Purpose of the Survey:** The DSPS Biennial Survey is designed to gather feedback from both staff and students regarding the effectiveness of DSPS programs. The results of this survey are crucial for the biennial DSPS Legislative report required by the Education Code. You can review more about the DSPS Legislative report here:

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&ionNum=67312](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&ionNum=67312)



This survey not only provides valuable insights to the legislature but also aids the Chancellor's Office and local colleges in their program reviews, ultimately enhancing the support we offer to disabled students.

**Survey Process:** This year, the process has been streamlined to reduce the burden on colleges. DSPS offices will only need to distribute one survey link to staff/faculty and one survey link to students. These survey links will be provided by the Chancellor's Office. Data will be automatically submitted through this unified survey, eliminating the need for separate submissions.

**Survey Participation:** All DSPS offices across California Community Colleges are required to distribute this survey. The participants include:  
All campus faculty and staff  
Current DSPS students (2024-2025)  
DSPS students who attended your college in the 2023-2024 academic year.

**Survey Timeline:**

February 20th: Survey links (student and staff/faculty separate) sent to DSPS Directors  
February 25th: DSPS Director's Program Meeting (for questions)  
March 31st: Surveys open and dissemination to staff/students begins.  
May 2nd: Surveys close

**Biennial Survey Links:**

Student Survey Link: <https://survey.alchemer.com/s3/8026985/DSPS-2025-Biennial-Survey-Student>  
Faculty/Staff Survey Link: <https://survey.alchemer.com/s3/8012755/DSPS-2025-Biennial-Survey-Staff-Faculty>

**Confidentiality Note:**

All data collected through this survey will be kept completely confidential. As the Chancellor's Office is gathering this information at the system level, aggregated college data will be shared with each specific institution. The Chancellor's Office will conduct a comprehensive analysis of the overall data. However, individual responses from students, staff, or faculty will remain confidential. Information will be reported solely in aggregate form.

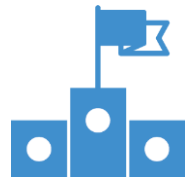
**Secure the Accessible Information Management System to centralize SAS services and remove communication/interaction barriers between SAS program staff, faculty, and students.**

SJCC Student Accessibility Services (SAS) successfully launched AIM for fall semester 2024 and began using the new software for new SAS students only. For spring semester 2025, the use of





the new software extended to all SAS students (new and returning). AIM is used to host the program admission application, case management, and accommodations notifications to instructional faculty. AIM has streamlined processes within the SAS office to ensure efficiency and effectiveness and compliance with FERPA and HIPAA. Relevant information has been posted onto the SAS webpage that includes online tutorial videos for instructional faculty and students.



## PRIORITY 4: Improving Campus Culture

**Goal:** Increase capacity of SJCC's Professional Development Program to enhance the College's DEIAA efforts and awareness of and access to SJCC DEIAA celebration and learning events

**Status:** Complete and On-going

The SJCC PD Committee and DAC designed, delivered, and facilitated DEI professional development and heritage celebration and learning opportunities to enhance the College's collective understanding of what it means to support meaningful belongingness for all campus constituents. These professional development and heritage celebration and learning opportunities included events, trainings, and workshops focused on: cultural learning & intersectional identities, equity-mindedness & cultural humility, justice-centered assessment methods & data collection, elimination of equity barriers, anti-racism advocacy & student success, accessibility, and equity-centered action plans & personal/institutional accountability. To that end, the College established a campus calendar to centralize the coordination and scheduling of all SJCC PD and DEIAA events. DAC also secured ongoing funding from SEAP to ensure the sustainable planning and execution of heritage celebration and learning events. Additionally, the SJCC Caring Campus initiative is in full swing with the establishment of a Caring Campus Taskforce and the scheduling of Caring Campus celebration and learning events. The College also was awarded an additional IEPI grant.

The following are the campus climate surveys the College disseminated in AY25-26:

1. Student Voice Survey
  - a. Students feel very safe and satisfied with the services offered at SJCC.
  - b. Students (over 90% of the students) are satisfied with faculty, advising, classified professionals, and administrators.
2. Basic needs survey (still being disseminated). Results forthcoming.



The following are the Professional Development Events that took place in AY24-25

### **August 2024 PDD**

- The Professional Development Day featured a comprehensive range of sessions focused on critical topics impacting faculty, administrators, and classified professionals. The PDD included a district-wide Title IX training to ensure compliance and promote awareness of essential policies protecting students and staff. We then had Keynote presentations including Don Daves-Rougeaux's exploration of Vision 2030, artificial intelligence, and their implications for community colleges, and Diego Navarro's discussion on creating psychological safety and a culture of dignity for students.
- Breakout workshops addressed diverse areas such as the budget and employment concerns related to AI impacts, guidelines for classified professional reclassification, and strategies for integrating generative AI in teaching. Pedagogical workshops emphasized inclusive syllabus creation, authentic assessments utilizing AI, and CARE pedagogy techniques. Other sessions highlighted institutional support initiatives like EOP&S-ALMASS for Dreamers and equity efforts at the Milpitas Extension, along with practical training such as FAFSA updates and Accessible Information Management (AIM).
- Expected Outcomes:
  - Improved understanding and compliance with Title IX and other institutional policies.
  - Enhanced faculty and staff awareness about emerging AI technologies and their impact on teaching, employment, and student engagement.
  - Increased implementation of inclusive, equitable teaching strategies and supportive student environments.
  - Strengthened capacity to support diverse student populations, including Dreamers and veterans, through improved administrative processes and targeted programs.
  - Better preparation for handling financial aid processes and preventing fraudulent enrollment.
  - Increased proficiency in accessibility compliance and information management for better student accommodation and support.

### **January 2025 PDD**

- The January 2025 Professional Development Event offered focused breakout workshops and inspirational sessions highlighting student success stories. Workshops included essential updates from AFT 6157, informational sessions on upcoming amendments by the CSEA Constitution Committee, training on Concur for managing conference travel



reimbursements and policies, and critical safety training addressing active assailant scenarios.

- A special session titled "Let Your Life Speak" featured powerful student testimonials from Priyam Tated, Jorge Miranda, and ThunnThitsarSwe Sin, showcasing impactful personal and educational journeys.
- The "Flip the Script with Gen AI" series provided workshops and interactive Q&A sessions emphasizing the integration of generative AI in education. Sessions covered leveraging AI tools for enhanced teaching, supporting dual enrollment students with AI resources, launching AI entrepreneurship certificates, utilizing PlayLab AI tools for course development, teaching AI literacy effectively, and employing AI to create dynamic and equitable assessments.
- Expected Outcomes:
  - Increased clarity on union updates, employment policies, and governance structures.
  - Improved faculty and staff capability in handling administrative procedures related to conference travel.
  - Enhanced preparedness for emergency safety situations, notably active assailant scenarios.
  - Strengthened inspiration and motivation through student success stories, fostering greater empathy and support for student experiences.
  - Expanded utilization of generative AI tools for teaching innovation, curriculum development, and student engagement.
  - Improved support structures for dual enrollment and entrepreneurship programs through strategic AI integration.
  - Heightened proficiency in creating effective, AI-driven assessments and educational content.

### **March 2025 PDD**

- The March 2025 Professional Development Day highlighted student perspectives and offered diverse, practical workshops tailored to both faculty and staff development. The event began with an engaging 6-person student panel, "Student Life at SJCC," providing insights into the experiences and needs of students at the college.
- Breakout sessions covered themes such as the implementation of the Equal Employment Opportunity (EEO) and Diversity Plan, focusing on professional development opportunities to promote an inclusive work environment. Technical sessions explored innovative educational tools like lasers in various academic majors and AI-based quiz generation integrated with Canvas, facilitating improved instructional practices.



- Additional workshops emphasized personal well-being and cultural competency, including pyramid healing and relaxation techniques, culturally responsive teaching practices through "Puentified" pedagogy, and fostering supportive community alliances with LGBTQIA+ students and professional staff. A critical session addressed contemporary challenges in student enrollment, specifically dealing with fraudulent actors and bot interference.
- Expected Outcomes:
  - Enhanced understanding of student experiences and needs to inform campus policies and teaching practices.
  - Improved faculty and staff capabilities in implementing EEO guidelines and fostering a diverse and inclusive campus climate.
  - Increased utilization of innovative technological tools such as lasers and AI-driven platforms for enriched educational experiences.
  - Development of effective strategies to counteract fraudulent enrollment practices.
  - Enhanced cultural responsiveness, empathy, and support for diverse student populations through intentional pedagogy.
  - Improved personal wellness and stress management among faculty and staff through practical relaxation techniques.
  - Strengthened relationships and alliances within the LGBTQIA+ community at SJCC, promoting a supportive institutional environment.

### **Other PD Events**

- The "PD Fridays - Learning Together" semester-long workshop series provided ongoing professional development with a focus on educational technology and innovative teaching strategies. Sessions offered practical demonstrations, comparative analyses of AI tools, and focused on enhancing student engagement and instructional effectiveness.
- Workshops included sessions on utilizing Pronto for improved student communication and engagement, comparative analysis of educational tools Magic School and Khanmigo, and focused training on teaching AI literacy effectively to students. Additional sessions demonstrated leveraging AI tools specifically for dual-enrollment students, PlayLab course assistance, and generating assessments from multimedia resources like YouTube videos using Magic School AI.
- Expected Outcomes:
  - Increased adoption of effective digital communication tools such as Pronto to enhance student interaction.



- Improved understanding and capability to critically assess and choose appropriate AI educational tools.
- Enhanced AI literacy instruction leading to greater student preparedness in digital environments.
- Strengthened support mechanisms for dual-enrollment high school students utilizing targeted AI resources.
- Practical application of multimedia resources through AI-driven assessment creation, facilitating dynamic and engaging instructional methods.
- Expanded academic programming through implementation of the AI Entrepreneurship Certificate, providing students with relevant career-oriented skills.

The following are the DEIAA events in AY24-25:

- Annual Latine Heritage Month Kickoff Celebration and various Latine -centered celebration and learning events.
- Annual Filipinx American Heritage Month Kickoff Celebration and various Filipinx-centered celebration and learning events.
- Annual American Indian & Native Alaskan (AIAN) Heritage Month Kickoff Celebration and various AIAN- centered celebration and learning events.
- Annual Black History Month (BHM) Kickoff Celebration and various BHM-centered celebration and learning events.
- Annual Women's History Month (WHM) Heritage Month Kickoff Celebration and various WHM-centered celebration and learning events.
- Middle Eastern Heritage-centered celebration and learning events.
- Men of Color Symposium
- Womyn of Color Summit
- National Coming Out Day Celebration with Ken Yeager
- Tet New Year Celebration
- Cesar Chavez Day Celebration

Upcoming Spring 2025 Events:

May 2025: Annual Asian Pacific (APA) Heritage Month Kickoff Celebration and various APA-centered celebration and learning events.

June 2025: Annual Pride Student Drag Show.



**Goal:** Improve sense of belonging for SJCC employees and students who are LGBTQ+.

**Status:** In Progress



In compliance with the SJECCD LGBTQ+ Community Plan, SJCC is offering a special assignment for AY25-26 to a faculty member to coordinate the development of LGBTQ+ focused curriculum. The College has also identified a physical space on campus for the emerging Lavender Learning Community.

