



Student Equity

Veronica Neal, Director of Equity, Social Justice, and
Multicultural Education

Mallory Newell, Director of Institutional Research

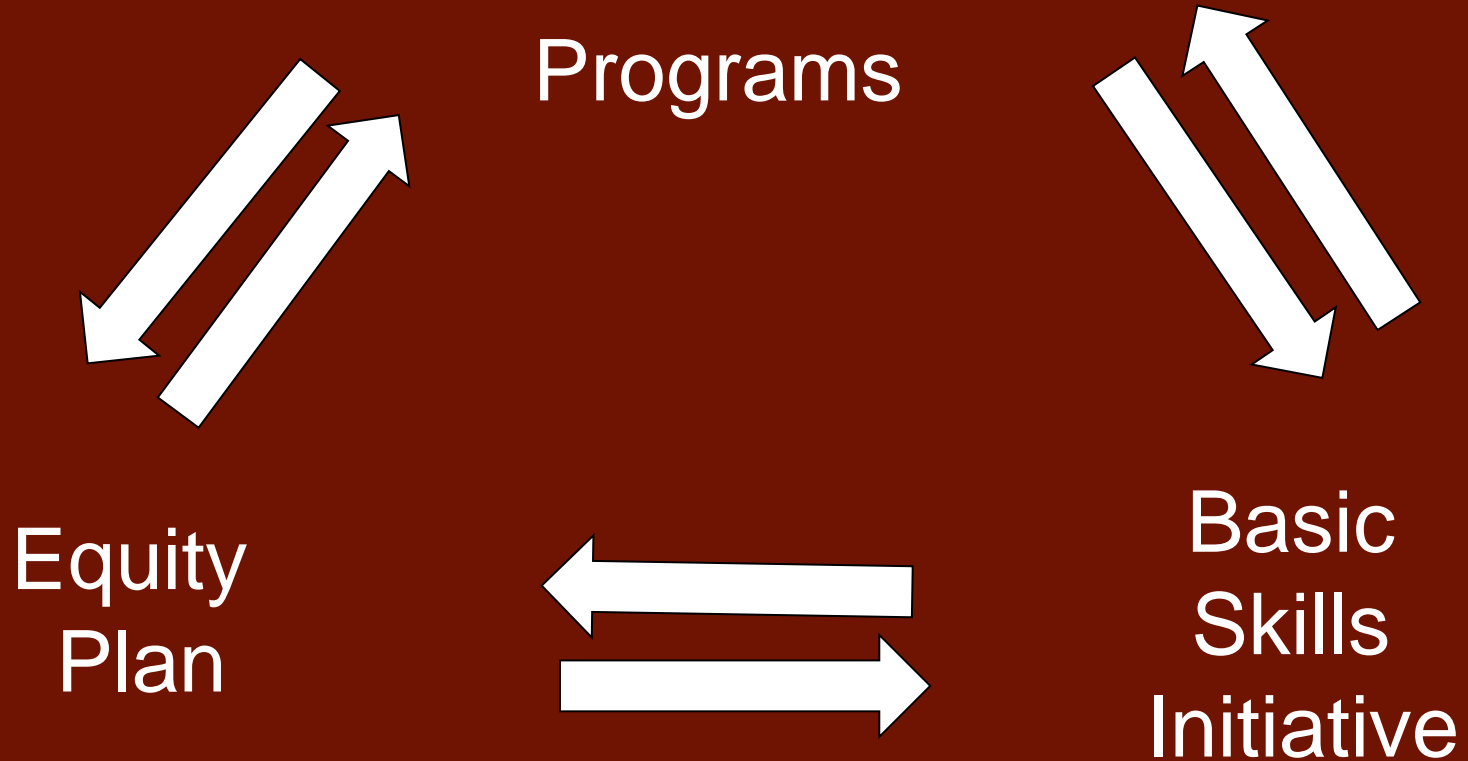
Rowena Tomaneng, Associate Vice President of Instruction

Overview

- ◆ Emphasizes closing achievement gaps among the following student populations: African Ancestry, Latino, Filipino, EOPS, Foster Youth, Low-Income, Veterans, and students with disabilities
- ◆ Necessitates alignment with 3SP & Requires collaboration between Student Services and Instructional areas
- ◆ Strong recommendation that where possible colleges integrate student equity planning into college and/or district accreditation, educational master planning, program review, and basic skills planning processes
- ◆ Original deadline was November 21, 2014. Extension given so that implementation plans now due to State Chancellor's Office January 1, 2015



Student Support Services and Programs



Planning Process

- ◆ **Fall 2013—3SP Campuswide committee formed (classified, faculty, and administrative representation from FCOPBT, IPBT, SSPBT, DARE, Equity Action Council, Tech Taskforce)**
- ◆ **Fall 2013—Veronica Neal begins working with EAC in preparation for Student Equity Report Planning**
- ◆ **Winter 2014— Senior Staff appoints tri-chairs who will draft report (Neal, Newell, and Tomaneng also working on 3SP and DARE). Larger Student Equity Committee=Equity Action Council (EAC)**
- ◆ **February 2014—Draft 3SP-Equity Crosswalk Released**
- ◆ **March 2014—State Chancellor's Office releases details for Student Equity Report, including 3SP and Equity Crosswalk and recommendation that colleges use existing planning processes due to compressed timeline , i.e. Accreditation, Program Review, EAC, 3SP and Basic Skills**
- ◆ **April-May 2014—Equity Action Council & 3SP Committee to provide initial input and data analysis of research in order to ensure alignment with 3SP report, existing college equity planning, and basic skills initiative planning**
- ◆ **June 2014—1st draft of Student Equity report distributed to EAC, AS, CS, and DARE**
- ◆ **July-September 2014—Revising Student Equity Plan based on review of Content of 3SP and Basic Skills Initiative Annual Report**

Planning Process

- ◆ **October 2014—final draft of 3SP approved by FHDA board**
- ◆ **October 2014—Student Equity Report Budget Planning begins as 3SP report and BSI Annual Report are finalized. Due to compressed timeline for spending for year 1, several planning meetings convened to discuss budget needs.**
- ◆ **Senior Staff, Bret Watson, Rob Mieso, Veronica Neal, Mallory Newell, etc. review budget needs to ensure alignment with EAC, 3SP, and BSI .**
- ◆ **October-November 2014—draft of Student Equity report with activities & budget placeholders presented for feedback (EAC, AS, CS, DASB, DARE, IPBT, SSPBT, FOCPBT, CC)**
- ◆ **November 12-20, 2014—final revisions including more detailed budget and appendices , presentation of detailed budget for feedback (invitation to AS and CS officers)**
- ◆ **December 8, 2014—Student Equity report brought to FHDA Board for approval**

Next Steps

- ◆ **Fall 2014 Define AS & CS level of involvement in relation to Student Equity planning and resource allocation, i.e. senate appointments?**
- ◆ **Winter 2015— Establish planning and resource allocation process (PBTS, EAC & 3SP Advisory Committee or alternative?)**

Student Equity Indicators

- ◆ Access
- ◆ Course and Degree Completion
- ◆ ESL and Basic Skills Completion
- ◆ Degree and Certificate Completion
- ◆ Transfer



ACCESS

ACTIVITIES

- ◆ De Anza will increase promotion of its designation as an AAPI-serving institution and academic & student services to targeted student populations
- ◆ Conduct a detailed assessment of the needs for targeted students, including undocumented students and LGBTQQI identified student populations

EXPECTED OUTCOME

As a result of these enhancements, which include outreach strategic planning, cross-disciplinary conversations, assessments, and enhanced program linkages, we expect to see continued growth in our targeted populations



Course and Degree Completion

ACTIVITIES

- ◆ Enhancement of professional development programs and communities of practice offerings, which center on a variety of instructional methods, specifically basic skills and equity pedagogies that improve course completion
- ◆ We will continue to build on our shared governance structure so that there is deeper instructional and leadership engagement on course completion initiatives for our targeted student populations



EXPECTED OUTCOME

We will further assess and address institutional barriers and make critical policy changes through greater shared governance, faculty and staff awareness of the issues impacting course completion, and developing skills for equity problem-solving,

ESL and Basic Skills Completion

ACTIVITIES

- ◆ Offer an annual achievement gap and basic skills institute and ongoing communities of practice, to engage staff in cross-disciplinary equity problem-solving discourse on issues such as: which students are being lost at disproportionate rates and why; what are institutional remedies for bridging the gap between basic skills and transfer level courses, etc.
- ◆ A series of equity coaching and “leading from the middle” seminars will be offered to address and build the skills and capacity of campus administrators, department chairs, and program coordinators who work with ESL and Basic Skills student populations

EXPECTED OUTCOME

As a result of these programs we will develop deeper awareness and support of ESL and Basic Skills as a path to degree-applicable courses



Degree and Certificate Completion

ACTIVITIES

- ◆ We will strengthen our professional development programs for administrators, faculty and classified professionals on the SSSP and institution-wide activities, such as culturally responsive student orientations, discipline-specific curriculum, and faculty training in culturally responsive pedagogies
- ◆ Review policies and procedures that will enhance opportunities for students to move through the system, thus, successfully obtaining their degree or certificate

EXPECTED OUTCOME

Through equity & inclusion education and culturally responsive curriculum & pedagogies, instructors and staff will work together to provide a classroom and campus climate that empowers and inspires completion of student goals



Transfer

ACTIVITIES

Institution-wide activities to increase the number of students transferring to a four-year institution, aligned with the identified enhancements recommended in the Student Success Support Program college plan (career and transfer resources, learning communities, tutoring, peer mentoring, etc.)

EXPECTED OUTCOME

Through student success initiatives that will increase the number of students in our targeted populations, the college will increase the number of students that transfer to a four-year institution



Equity Funding Allocation to the District

	Fiscal Year	District	De Anza Credit	Notes
Equity	2014-15	\$1,115,620	\$669,372	Year-to-year funding
3SP	2014-15	\$4,981,392	\$2,810, 285	Based on funded services offered to students & required matching funds
BSI	2012-13 2013-14 2014-15		\$294,859 \$392,037 \$348,350	Year-to year funding based on categories related to 3SP and Equity

Activity	Equity Indicator	Responsible Parties	Allocation	Notes
Coordination	Access, ESL/Basic Skills, Course Completion, Certificates and Degrees, Transfer	VP Instruction, AVP Instruction, and VP Student Services, Office of Equity	\$290,000	Need staffing to carry out activities, i.e. equity office, learning communities, research
Academic Programs	Access, ESL/Basic Skills, Course Completion, Certificates and Degrees, Transfer	Office of Equity, Equity Action Council, Instructional Divisions, 3SP Advisory Committee	\$160,000	Recommendation to have EAC allocate funding through process similar to DARE Taskforce
Student Services Programs	Access, ESL/Basic Skills, Course Completion, Certificates and Degrees, Transfer	Office of Equity, 3SP Advisory Committee, Student Service Divisions	\$160,000	Recommendation to have 3SP advisory allocate funding through process similar to DARE Taskforce
Professional Development	Access, ESL/Basic Skills, Course Completion, Transfer	Office of Equity, Office of Organizational and Professional Development	\$59,372	This category can be subsumed equally to the 2 categories above
Total:			\$669,372	



Questions?

Veronica Neal, Director of Equity, Social Justice, and
Multicultural Education

Mallory Newell, Director of Institutional Research

Rowena Tomaneng, Associate Vice President of Instruction