

## APR Equity Responses Section III

Assessment Unit	III.B Closing the Student Equity Gap	III.C Plan if Success Rate of Targeted Group(s) is Below 60%	III.D Departmental Equity Planning and Progress
Dept - (IIS) French	<p>World Languages are now enforcing prerequisites, and it is anticipated that more careful monitoring of whether or not a student is prepared for the language level that s/he has selected should help to close the equity gap, however it is too early for data to be reliable enough to tell us if this is affecting success rates of targeted groups.</p> <p>The Media Learning Center opened in Fall 2012, however no French sections have ever been assigned to that building, so no comment can be made about its use in helping to close the equity gap, as had been anticipated in prior APRUs.</p> <p>The Multicultural Center serves as a gathering place for students to work together, which may be playing a role in academic motivation and support, although it is not possible to gather data to confirm this.</p>	<p>The only targeted group with a success rate of below 60% in French are Latino/a students, with a 58% success rate in 2014-15. Progress has been made since 2013-14. Success rates are up 2%, and non-success rates are down 7% from last year.</p>	<p>Non-success rates for all targeted groups are down from last year: 6% decrease in non-success rates for African Americans, 4% decrease for Filipinos, and 7% decrease for Latino/a</p>
Dept - (IIS) German			
Dept - (IIS) Hindi			
Dept - (IIS) Intercultural Studies	<p>The following bullet points were outlined in the 2008-2009 CPR. The progress that has been made follows each bullet point in italics:</p> <ul style="list-style-type: none"> <li>• Active recruitment and hiring of diverse faculty with the strong academic backgrounds in their respective fields.</li> </ul> <p>While we have had two retirements of full-time faculty members since the last CPR, we have only been able to hire one full-time replacement in African American Studies. This faculty member has been actively engaged beyond the classroom, working with students and other college programs to develop a broader support network for our African Ancestry students in particular, and we have seen a growth in this student population of over 100 students between the 2010-2011 and 2012-2013 Academic Years.</p> <p>We need, at minimum, to also replace our Native American Studies full-time faculty member and our Chican@/Latin@ Studies faculty member who will also be retiring at the end of this academic year.</p> <ul style="list-style-type: none"> <li>• Reexamination of curriculum and student learning outcomes.</li> </ul> <p>Our ICS faculty have been fully engaged in revamping the SLOs of their courses, have revised course curricula and</p>	<p>The following are the Success rates for ICS students by ethnicity that fall below 60%: African American--: 51%; Latin@: 59%; Native American: 46%; Pacific Islander: 54%.</p> <p>The Following are Part of the ICS / IIS Division Plan to Understand and Dramatically Improve the Success Rates of the Above Groups:</p> <ul style="list-style-type: none"> <li>• To develop a Division Student Success Equity Plan by the Fall of 2014 with clear action steps and benchmarks to assess progress toward closing the racial achievement gap.</li> <li>• As part of this SSEP, to determine what data are needed to effectively assess what factors, including instructional practices, most impact student retention and success, particularly where there is a racial achievement gap.</li> <li>• To work collaboratively with the Office of Equity, Social Justice, and Multicultural Education, with the office of Institutional Research, and with college administration, to generate the data determined to be essential for understanding those factors most impacting student success, and to define strategies for</li> </ul>	

Dept - (IIS) Intercultural Studies renamed some to reflect updated content and focus, and are currently revising and creating new courses that will match current student interest and trends in the field. We have also created a number of hybrid and online versions of popular courses, and our faculty are innovating and developing online structures for student peer-support groups and interactive engagement. A core of our faculty are also receiving training and piloting pedagogical approaches that attend to the social/emotional domain of promoting student retention and success.

- The opening of a Multicultural Center, a supportive and empowering space for people of color to construct their identity as successful college students, particularly the increasing Latino population, which is among those Targeted Group.

In the Winter quarter of 2011 the renovated Multicultural Center (MCC) reopened as the IIS Division office and as a meeting space for students, program meetings, and campus-wide events. The APALI program uses the MCC as the hub of all it's planning, organizing, and event activities, including the development of its student mentors. The ¡LEAD! Program (Latino Empowerment At DeAnza), housed in and supported by our division, has been quite successful in using the MCC for student Mentors to meet, train, and organize their efforts. Our African American Studies department is also using the MCC as the center of the meeting, training and organizing efforts of the new Black Leadership Collective, composed primarily of African Ancestry students working to develop an academic/social support network.

As a community center for diverse array of students and events from across the campus, we need a facilities coordinator in order to maximize its effective and optimal functioning. (More on this will be addressed in Budget Requests below.)

the most effective intervention.

- To pursue greater faculty training in evidence-based models for student success, such as the FELI/ACE programs, including ways to adapt such models in line with our most effective on-campus programs, for piloting and implementation within our division.
- To seek a dedicated academic counselor to be assigned to our division, and housed therein, to work closely with our faculty and students to more effectively guide their academic planning and progress, identify trends in student difficulties and respond more quickly, and ensure accurate and timely communication between counselor, faculty, students, and division administration.

Dept - (IIS) International Studies

The following was outlined in the 2008-2009 CPR, under III B.:  
 "Continuation of inexpensive, sound practices such as sharing and communication, analysis of data, and monitoring of success and retention rates."

Our INTL faculty have been fully engaged in revamping the SLOs of their courses, have revised course curricula to reflect updated content and focus to address current

The following are the Success rates for INTL students by ethnicity that fall below 60%: African American--: 48%; Latin@: 54%; Native American: 88%; Pacific Islander: 29%.

The Following are Part of the INTL / IIS Division Plan to Understand and Dramatically Improve the Success Rates of the Above Groups:

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<p>Dept - (IIS) International Studies</p>	<p>student interest and trends in the field. We have also created a number of hybrid and online versions of popular courses, and our faculty are innovating and developing online structures for student peer-support groups and interactive engagement. A core of our faculty is also receiving training and piloting pedagogical approaches that attend to the social/emotional domain of promoting student retention and success.</p> <p>INTL faculty members are involved in the division Equity Core Team (ECT) and are in the process of developing a Division Student Success Equity Plan. This Plan will directly address the challenge of closing the racial achievement gap between our “targeted” and “non-targeted” students. (See II. A.4.b below.)</p>	<ul style="list-style-type: none"> <li>• To develop a Division Student Success Equity Plan by the Fall of 2014 with clear action steps and benchmarks to assess progress toward closing the racial achievement gap.</li> <li>• As part of this SSEP, to determine what data are needed to effectively assess what factors, including instructional practices, most impact student retention and success, particularly where there is a racial achievement gap.</li> <li>• To work collaboratively with the Office of Equity, Social Justice, and Multicultural Education, with the office of Institutional Research, and with college administration, to generate the data determined to be essential for understanding those factors most impacting student success, and to define strategies for the most effective intervention.</li> <li>• To pursue greater faculty training in evidence-based models for student success, such as the FELI/ACE programs, including ways to adapt such models in line with our most effective on-campus programs, for piloting and implementation within our division.</li> <li>• To seek a dedicated academic counselor to be assigned to our division, and housed therein, to work closely with our faculty and students to more effectively guide their academic planning and progress, identify trends in student difficulties and respond more quickly, and ensure accurate and timely communication between counselor, faculty, students, and division administration.</li> </ul>	
Dept - (IIS) Italian			
Dept - (IIS) Japanese			
Dept - (IIS) Korean			
Dept - (IIS) Mandarin	<p>The success rate for targeted groups (75%) exceeds the success rate of De Anza College (68%) and of the IIS Division (63%) in 2012-2013. The Mandarin program has successfully closed the student equity gap. We have been working with the local non-profit organizations to host Chinese karaoke singing competitions and video contest for students who are learning Mandarin at De Anza College starting four years ago. We will our recent karaoke singing competition and the video contest will be held in May.</p> <p>Faculty in the Mandarin Department are still working on how to better align with the curriculum for different</p>	Not Applicable	

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Dept - (IIS) Mandarin	<p>levels of Mandarin courses and sharing our teaching methods and activities to be more effectively adopted in the classroom and also working on how to create a better learning community to serve students' different needs. Moreover, in order to close the student equity gap, especially for Latino/a and Filipino students, we must increase targeted groups' academic orientation and performance. We also need to provide academically successful role models, publicly recognize achievement, and encourage our faculty to infuse multicultural perspectives into the academic curriculum. The schools, in turn, need to develop strategies to help them learn to be academically self-motivated and persistent.</p>	Not Applicable	
Dept - (IIS) Persian			
Dept - (IIS) Russian			
Dept - (IIS) Sign Language			
Dept - (IIS) Spanish	<p>Success equity gap has grown from 4% to 5% since 2013-14, but it's still below the 8% gap from 2012-13. The current gap is way smaller than the college's (12%) and the division' (16%).</p> <p>Non-success equity gap has narrowed from 9% to 5% since 2013-14.</p> <p>Withdrawal rates among targeted student groups have increased from 11% to 16%, eliminating the previous withdrawal gap of 5%.</p> <p>Latino success rate of 70% is lower than in 2013-14 (73%), but still higher than the division's (65%) and the colleges' (67%).</p> <p>Filipino success rate of 71% is higher than in 2013-14 (66%), but still lower than division's (74%) and college's (75%).</p>	<p>African American success rate: 51% (c.f., 50% for 2013-14 &amp; 59% for 2012-13). This is below the college's (63%), but close to the division's 54%. The department plans to develop more regular communication among instructors who have African American students in their classes. Instructors will be proactive and do one-on-one "check ins" with students, and then compare notes with colleagues about strategies for increased monitoring/support of the students' needs/performance and for early detection of performance lags.</p>	<p>The department has established a solid "cohort" system in scheduling courses throughout the year, in such a way that students now have the opportunity to stay within the same block of time and days of the week AND continue with the same instructor as they progress from SPAN 1 to SPAN 2 to SPAN 3 and beyond. This should enable instructors to conduct early interventions with at risk students, establish and foster mentoring relationships, and thus retain students and increase student success.</p> <p>The department's website is fully developed now, and contains information about courses, projected offerings, faculty members, textbook, links to the pre-requisite clearance process, etc.</p> <p>The department now has a new full-time faculty who will contribute to giving students more individualized attention to increase retention and success. The new instructor has extensive experience in ed equity from leading/participating in a variety of programs such as service learning in academic settings, and work with at risk youth and indigenous communities from Latin America.</p>
Dept - (IIS) Vietnamese			
Dept - (IIS) Women's Studies	<p>Our biggest challenge is lacking fulltime attention to the areas of deficiency. With a lead faculty person, we could develop more up to date and engaging curriculum, offer a</p>		

Dept - (IIS) Women's Studies

certificate and/or degree, and develop the formal ties with other parts of campus that are so necessary to programmatic success.

WMST faculty may also benefit from continued interaction and collaboration with the range of student support services on campus, including Learning Resources and the Counseling and Advising services, to be better positioned to connect students with these services as necessary.

WMST faculty would benefit from continued and more focused departmental collaboration on developing a "cycle of inquiry" practice that involves examination of evidence of successful or not successful teaching practices, developing alternative strategies for success, applying these practices, and then examining and reflecting on the outcomes of these strategies to guide further practice. Regular meeting times to engage in this work should be structured into the department's academic-year calendar, at minimum in conjunction with division meetings.

While there may indeed be a number of external factors that contribute to the persistence of the student equity gap—such as a decline in the quality of secondary education received by students who are entering our program, the economic depression placing more stress on students' personal/family life and/or requiring students to take on additional employment while enrolled full-time, etc.—the WMST department is committed to focusing on those factors that are potentially within our realm of control to develop our capacity to better support our most disadvantaged students.

Dept - (B/CS) Accounting

We are doing more "early skill assessment," particularly in Accounting 1A and plan on implementing a department-wide presentation on best practices for the study of Accounting.

One new development that could have positive long-term consequences for all of our students is that one of the "Big Four" accounting firms is actively recruiting for interns from our program, with the possibility of others firms doing the same. They plan on sponsoring networking events on the campus and we think these

We plan to utilize the Tutorial Center - earlier and more often for at-risk students, we are looking forward to the online tutoring the distance learning center has recently acquired that will be up and running in Spring. We also are hopeful that utilizing professionals as part of the recruiting process will be helpful in improving our success rate with the targeted populations.

One of our tenure track instructors has reached out to several groups on campus - Puente, Umoja and FYE (First Year Experience) with a plan toward working on a

We have stayed stable in our success rates but would like to see that improve. To that end, we have one of our faculty members reaching out to some of the campus groups such as Puente and others with the goal of creating workshops and peer mentoring.

We also believe that the interest by the three Big Four public accounting firms should benefit our targeted population in the long run because a number of the recruiters are part of the targeted populations and we have found that they have a

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Dept - (B/CS) Accounting	<p>activities could be motivating for our students and bolster commitment and success overall in the program.</p> <p>It should be noted that it was a former DeAnza student, now working for PWC, who was part of our targeted population, initiated the contact with us and wants to be a role model for our current students. She indicated that our program had motivated her early in her career to work toward the highest level of the profession. We are planning to leverage that commitment for all of our students.</p> <p>We are happy to provide a follow-up status to the PWC program which had just begun a few years back. PriceWaterhouseCoopers, now recruits at DeAnza on a regular basis - and most of the recruiters are former DeAnza students who went on to San Jose State, Santa Clara or UC Berkley and were hired by the Big Four firm. We are among the very few community colleges where recruitment takes place, and just recently, found out that 18 of our current students are finalists for the Elevate Internship with PWC.</p> <p>Several of the recruiters who come from PWC are part of our targeted population, and we are working toward utilizing them as mentors -specifically for our students who come with some disadvantages.</p> <p>Moreover, another Big Four firm, Ernst and Young (EY) will begin a recruiting process at DeAnza this term. We are hopeful that this experience will be as positive as our our experience with PWC.</p> <p>And, at the beginning of Spring term, we were contacted by another Big Four firm - KPMG - who would like to begin recruiting our students as well. This is a great measure of success in the competitive Silicon Valley environment and the "blue chip" nature of the Big Four. And what is perhaps most exciting, it has been former students who moved onto San Jose State, UC and Santa Clara, who have reached out to us, indicating their foundation accounting skills were picked up in our program and it helped them progress when they transferred.</p>	<p>mentoring program to help increase our retention and success as we move forward.</p>	<p>strong connection with the DeAnza and see it as the critical factor in their success. We are working on determining how to best utilize this new resource.</p>

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Dept - (B/CS) Automotive Technology	The Automotive Technology Department will continue to focus on direct student intervention and counseling to reduce the equity gap. We encourage students to enhance college readiness by using the resources of the college.	The automotive technology department will continue to focus on direct student intervention and counseling to reduce the equity gap. We encourage students to enhance college readiness by using the resources of the college.	We have hired a student mentor to help students with the automotive learning environment. We also opened an Auto Tech Student Success Center.
Dept - (B/CS) Business	In April 2014 we set a goal to decrease the equity gap from the most recently reported number of 18 percentage points to something lower. (We didn't specify a target.) We implemented a number of actions in about a third of our classes in support of this goal. These had the desirable effect of increasing our overall student success rate by two percentage points, from 69% to 71%. However, the gain among the non-targeted groups was greater than the gain among the targeted groups, with the result that our achievement gap worsened by 1 percentage point, to a 19 point gap.	In April 2014 we set a goal to increase the success rate for targeted groups in our program from the most recently reported number of 57% in 2013-14 to 60% by 2014-15. In partial fulfillment of this objective, we achieved a one percentage point improvement in this success rate, to 58%. We still have 2 percentage points to go to hit our goal. In support of this on-going objective, we will be implementing a number of new ideas this year, including: <ol style="list-style-type: none"> <li>1. A custom remedial homework production system in one of our Business Law I sections, together with a comprehensive set of midterm flashcards in Quizlet that students can use to help prepare themselves for the midterm.</li> <li>2. We are eagerly awaiting the ability to view our section-level enrollment data in MyPortal by targeted/non-targeted status. We think this will greatly aid our efforts to discover, by trial and error, what works best to improve success rates among targeted groups.</li> <li>3. For one section of Introduction to Business, starting Fall 2015 we created a tutoring program, similar to the one Kevin Mello has set up for his Introduction to Accounting course.</li> <li>4. One of our instructors plans to start using Zoom (similar to Skype) with her online students to foster a more personal connection during office hours.</li> <li>5. One our instructors started forming "familias" in his Human Resources class in 2014-15, to give students a peer support network for the class. Feedback from his students has been mixed. His overall sense is that it isn't hurting, but it may not be helping all that much.</li> </ol>	Covered in items III.B and III.C above.
Dept - (B/CS) Computer Information Systems	The gap between targeted group and non-targeted group in relation to success rates is fairly flat: 2012-13 => 15% 2013-14 => 14% 2014-15 => 14%	With the elimination of a coordinator for the CIS lab, the department lost the person that was devoting most of 40 hours per week on our tutoring program. This loss hurt the targeted groups most.  As a remedy, several action plans are in place. Our	The CIS Department is offering a Lecture series.  We are contributors to the STEM initiative.  We have three CIS clubs each of which has CIS faculty as advisers. Assessments of SLOs (e.g. SLOAC for

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<p>Dept - (B/CS) Computer Information Systems</p> <p>Dept - (B/CS) Design &amp; Manufacturing Technologies</p>	<p>Close inspection of the targeted population by ethnic group yields some interesting information. The Filipino group grew in numbers from 87 in 2012-13 to 255 in 2014-15. Their success grew from 53% (below acceptable) to 65%. Likewise, the Pacific Islander success rate jumped from 50% to 76% as their enrollment approximately tripled. Subjectively considering these statistics one might surmise that sense of community plays an important role. Of course, building a sense of community should begin in the classroom, but we perceive that the teaching assistant programs and the three CIS clubs each with a different intended outcome play an important role in community building. These clubs and programs lead students to say to themselves "if you can, then so can I". As part of post Winter 2016 quarter student survey (212 respondents), approximately 50% of the students have sought TA assistance and, of these, 90% were satisfied or very satisfied with the help they received.</p> <p>The rationale for improving success rate continues to be to provide multiple methods for delivery of learning materials and to provide each student with one-on-one assistance in several ways: tutoring by our volunteer teaching assistants, peer-to-peer assistance through forums and chat groups, online instructor hours, in-class tutors.</p> <p>With the introduction of LanSchool software installed on all CIS classroom computers, student attention during class has grown.</p> <p>The DMT faculty will continue with the existing plan of actively providing counseling on course selection and scheduling to students, as well as increased exposure of the DeAnza Design and Manufacturing program.</p>	<p>tutors are back but they are now truly our "Teaching Assistants". Essentially each faculty member has taken on the responsibility of training tutors by having them start as in-class tutors. Fall 2013 saw the number of tutors dwindle to ten with only five tutors working in the lab. For Winter 2016 there are over 35 teaching assistants volunteering their time in the lab and in the classroom during regularly scheduled meeting times.</p> <p>Faculty are providing more back-up assistance to students in being available more online, setting up chat sessions, rewarding students for posting to forums, available face-to-face in the lab as well as online during online times and utilizing online tutorials. Teaching Assistants have also been added into Catalyst to assist in the answering of doubts and questions online.</p> <p>The lab accommodates students' needs for access to computers and the Internet. The lab is designed to promote peer-to-peer support.</p> <p>To close this gap further, class size in the core class needs to be kept closer to the maximum of 40.</p> <p>There has been a definite shift in the development of course materials from teacher by teacher to departmental groups. This was evidenced in the Catalyst Master Shells created for our new core courses of CIS 22A Beginning Programming Methodologies in C++ and CIS 22B Intermediate Programming methodologies in C++. CIS faculty, both full-time and adjunct, met and contributed materials to develop the shell. This will lead to more uniform skills learned by students by the end of these courses.</p> <p>The department will continue investigating the addition of tutoring in computer science classes to Smartthinking, an online tutoring program. The department is also in dialog with the Student Success Center to investigate their ability to provide CIS tutors as part of their program.</p> <p>The program is over 60%</p>	<p>CIS21JB_SLO_1) "From this experience, it was observed that if students were actively learning and felt a common bond with each other. . . , they tend to encourage each other and be more likely to succeed. "</p> <p>Fall 2016 will be the first offering of CIS 40 Introduction to Programming in Python. This class is aimed at the non-computer science major. It will serve as an excellent starting point for targeted groups and all who are less comfortable around computers and with applying problem solving skills. This course will serve to prepare students to be successful in the computer transfer path who are required to complete either CIS 22A or CIS 36A.</p> <p>We are investigating the feasibility of providing one-on-one tutoring in collaboration with Student Success Center.</p> <p>We are investigating the feasibility of becoming part of a LinC program.</p> <p>Recent progress speaking at career days at Mt, Pleasant H.S. and Alta Vista continuation H.S., as well as an articulation program with the Silicon Valley Career Technical Education Center, has opened up</p>



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Dept - (B/CS) Design & Manufacturing Technologies	Expanding our lab times and increasing the amount of tutors will help with our goal of closing the gap	The program is over 60%	more career opportunities to underrepresented populations, which will help the department attain our goal of lowering the equity gap.
Dept - (B/CS) Real Estate	<p>In 2010-11 the success rate for our targeted populations ran at 48%. However, it should be noted that the biggest predictor of non-success is age. Students who are younger than 24 years old have a success rate of 47%, where students who are older than 24 succeed at 72% or better.</p> <p>During the past two academic years the rate for the targeted groups has increased to 53% from 48%. Our non-success/withdrew for targeted populstions rate ran at 52% in 2010-11 and in the past two years that rate has dropped to a combined 47% - so both are going in the right direction, though we would like to see the gap decrease more quickly. The early skills testing instituted this year seems to be moving us in the right direction, though we will not be able to determine the outcome until the next academic year.</p> <p>As in the previous year we have determined that age seems to play a large role in the lack of success of our student population and the early skills testing seems to be working. We plan on utilizing the tutorial center to a greater degree and working toward a real estate specific tutoring group for the department. To date, we have utilized tutoring in a generic sense, for basic math and reading skills.</p> <p>Our success rate has improved overall since the last writing of this report going from 54% to 57% to the current 59% in the most recent year measured. And we continue to work on early identification/intervention strategies to help students who bring a weak skill set to the courses.</p>	<p>As in the previous year we have determined that age seems to play a large role in the lack of success of our student population and the early skills testing seems to be working. We plan on utilizing the tutorial center to a greater degree and working toward a real estate specific tutoring group for the department. To date, we have utilized tutoring in a generic sense, for basic math and reading skills.</p> <p>Our early intervention strategy with a focus on basic math skills tutoring is our focus going forward.</p> <p>And, it should be noted, we have progressed with the most recent year measured showing a 59% success rate.</p>	We are implementing the early identification of skill deficiencies in our classes and plan to enhance that effort going forward.
Dept - (BHES) Biology	We have reached out to more students via outreach, we are providing more hands on laboratory experiences, the science resource center has been provided with resources for students to practice and perfect their skills.	N/A	To reach out to our strong enrollment growth in the Latino/a student population - we have started tutoring in Spanish in both Biology and Chemistry. We also continue to utilize technology in our classrooms, website locations for course information, email access and office hour availability for students to interact and ask questions as needed.
Dept - (BHES) 04/27/2016 8:49	In the 2013-14 comprehensive program review the	Target population success rates exceed 60% in all areas Page 9 of	Despite difficulties in overseeing the equity plan for

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Environmental Studies	<p>department stated that the closing the equity gap would require attention be paid to the number of full time faculty due to a recent decline. In the past year the department was awarded a replacement position and a growth position, which have gone out for hire. The new hires will contribute to the 2016-2017 school year progress, however even with no new full time faculty the department has had substantial increases in overall target population success in the measured three years.</p>	<p>of ES, ESCI, and ES/ESCI.</p>	<p>the department due to changes in full time faculty we maintain a commitment to equity. We continue to provide textbooks to students for use in the Kirsch Center for most classes, certain instructors have been making otherwise off campus field trip classes more accessible to all students by limiting field trips to students who may be using mass transportation, also instructors have been creating more culturally inclusive lessons. We have faculty that participate in LEAD and IMPACT AAPI, and who have done outreach to local high schools that are known to have high concentrations of target populations.</p>
Dept - (BHES) Health			
Dept - (BHES) Health Technologies	<p>Although student enrollment in the targeted populations has grown, due to lack of funding we have not been able to offer many review sessions nor have in class professional experts/mentors. This has affected our equity gaps, which has gone from 11% to 13%.</p>		<p>Despite only one fulltime faculty, the department with the help of advisory committee input has been working on many strategies to improve student success and retention and decrease the equity gap.</p>
Dept - (BHES) Medical Laboratory Technician	<p>The MLT program faculty is committed to student success of all enrolled students. Three significant changes over this past year have helped to increase the success of these students and close the equity gap from 10% to 5%.</p> <ol style="list-style-type: none"> <li>1) With some increase funding; the program plans to purchase technology that will in bringing some of the program on line. The camera and software allow slides to be shared in the classroom and on line for teaching.</li> <li>2) There is a need to aid students in navigating the academic system to obtain degrees, certificates and evaluation of transcripts for meeting prerequisites. Now with a dedicated counselor for the science division this should help increase the certificates the program awards and make it easier for the students to know if and when they have met prerequisites.</li> <li>3) The last is a negative impact. The loss of Perkin Funded teaching aide specialist has negatively impacted the students. Not only were these individuals able to help the instructors with set up of the laboratory but also were tutors for the students during class reducing the student/instructor ratio from 1/20 to 1/10. An important difference noticed by the students in student evaluations. The student/instructor ratio is very much a safety concern for the instructors. The instructional help from the health specialist for the students aid in their success during classes as well as mentoring them for success in their externships.</li> </ol>		<p>De Anza College's MLT program's main areas for improvement included: program growth which would help to eliminate the impacted student enrollment.</p> <p>Through recruitment, marketing and program reputation (which is credited to the relentless efforts of the previous MLT program director) throughout the Bay Area, there are more students interested in the program than we can accommodate, leading to impacted enrollment. In order for the program enrollment to increase, additional clinical training sites are needed to accommodate this additional growth. We were able to increase our affiliates with 2 additional clinical training site that are committed to training our MLT students. Another 2 sites are considering the possibility of training and a 3rd is considering expanding to more of their facilities for training. As important, 4 of our current sites are committed to train at least one student per year. .This is certainly progress, moving towards increased program enrollment, however there is much more to be done and the program lacks sufficient support to accomplish these goals.</p> <p>The program operates with 1 full-time faculty member and no administration support. To increase clinical sites required time in recruitment which is difficult for a single person.</p>

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Dept - (BHES) Medical Laboratory Technician			<p>The program coordinator is responsible for maintaining the program's national accreditation and state approval, all administrative duties, marketing and student recruitment, maintaining laboratory instrumentation, laboratory preparations, and instruction. The demands on the MLT Program Director and the lack of adequate staffing limit the growth of the program.</p> <p>The MLT program has used some of its vocational program funding to hire professional experts to assist students in the classroom. Tightness of the funding rules for this source can no longer sustain the professional health experts so another source of funding must be identified to create a permanent position. This position will help to continue to close the equity gap and increase the success of all students and especially the targeted group of students. These health professionals have the knowledge and technology skills to aid the students in the laboratory for additional tutoring, lessen the instructor to student ratio for safety, and mentor students for clinical training success.</p>
Dept - (BHES) Nursing	Our equity gap has decreased by 1% each consecutive year from 2012-2013 to 2014-2015	N/A	<p>In order to improve equity the nursing department:</p> <ol style="list-style-type: none"> <li>1. Participates on club days, open house and community events</li> <li>2. Provides spaces in the nursing area where students can aggregate and support each other.</li> <li>3. Provides resources in the lab and the computer lab to improve students learning experiences and critical thinking skills</li> <li>4. Offers information meetings and applications workshops before deadlines</li> <li>5. Provides preceptorships in health care facilities committed to equity and community services</li> <li>6. Has Advisory Committees on regular basis with all the affiliated hospitals and health care facilities.</li> </ol>
Dept - (CA) Art	The success rate has been about the same: for Latino/a 75% in 2012/13 to 76% in 2013/14 to 75% in 2014/15, there was a decline in Filipino 79% in 2012/13 to 77% in 2013/14 to 76% in 2014-15 and also in African American 72% in 2012/13 to 68% in	Above 60%	The Art Department continues to provide personalized instruction to focus on student's individual needs during classes. Faculty manages three curriculum levels, i.e. beginning, intermediate and advanced. Our courses foster and support

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Dept - (CA) Art	<p>2013/14 and 64% in 2014/15.</p> <p>In response to the stated 2013-2014 equity plan, Arts has modified curriculum to be more diverse, efficient and streamlined towards to completion of certificates and degrees. We hope that streamlining will guide all students towards a clearer path of completion.</p> <p>The Euphrat Museum, Ceramics, and Graphic Design areas sponsored workshops a visiting artist series and industry guest lecturers. These guests were from a diverse ethnic and cultural background including our target groups.</p> <p>The department has participated in numerous recruitment events at local high schools. Schools include Homestead and Apollo High Schools. Appollo has a 90% Latino enrollment.</p> <p>The graphic design CTE program has hired numerous students to act as mentors and instructional aides. The primary goal of the student mentors is to focus, help, and mentor students defined as our target populations.</p>	Above 60%	students in the creative, technical and conceptual process. In the Sculpture/3-D Design/Furniture Program, group projects and partnerships are practiced in support of collaborative learning, which has resulted in greater student/class participation. Individual meetings address student performance, which positively direct students throughout the course of the quarter.
Dept - (CA) Dance and Theater	Closing student equity gap: The success rate for the group has continued to decline, but at a two percent rate, as opposed to three percent the previous review. We look forward to improving this by employing our latest strategy.	Our success rate is 78%. To increase our rate we plan to employ TA's that reflect the diversity of our targeted groups.	We continue to make curriculum changes to accommodate the new repeatability issues, our new curriculum are now taking effect and our enrollments have improved.
Dept - (CA) Euphrat Museum of Art	<p>The museum continues to be an integral part of decreasing the student equity gap on campus, working with the Office of Equity, Social Justice, and Multicultural Education, the Equity Action Council, the Multicultural Center, classes like Creative Minds and Cultural Anthropology, and multiple campus departments and divisions including Creative Arts, African American Studies, Social Science and Humanities, and Language Arts.</p> <p>The Euphrat's director participated in the August 2013 Faculty Engaged Learning Institute (FELI) and learned about successful methodologies used in the Academy for College Excellence (ACE). Key strategies were implemented in the classroom (ARTS 71 and 72) and in</p>		A stated goal was to be a resource for Visual Equity across campus in addition to exhibitions in the museum. Visual equity means displaying imagery and art that reflects our diverse and underserved communities and highlights social justice issues. Framed prints and original art has been installed and will be installed this quarter throughout the Multicultural Center, the Outreach Office, the Kirsch Center, and more. Temporary installations have been in the Main Quad, including the 2015 Remembering Civil Liberties fence installation done in partnership with the California History Center.

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Dept - (CA) Euphrat Museum of Art	<p>the management of the museum and programs. The mission is to have a welcoming museum space that is student-centered, uses innovative approaches, provides individualized attention, and utilizes multicultural pedagogical practices. ACE techniques and exercises continue to enrich museum programs and practices.</p> <p>The ongoing initiative to address the equity gap for African ancestry and Latino/a students included outreach to students in the Black Leadership Collective (BLC), Puente, LEAD, and other historically marginalized groups on campus. Creating a broader systemic support network for our African ancestry and Latino/a students includes hiring, enrollment, and participation in projects, events, and programs. Examples include 1st Thursdays, Visiting Artist presentations and workshops, student employees, interns, and volunteers. Helping to close the student equity gap is key to all the museum does.</p>		<p>A stated goal was to be a resource for Visual Equity across campus in addition to exhibitions in the museum. Visual equity means displaying imagery and art that reflects our diverse and underserved communities and highlights social justice issues. Framed prints and original art has been installed and will be installed this quarter throughout the Multicultural Center, the Outreach Office, the Kirsch Center, and more. Temporary installations have been in the Main Quad, including the 2015 Remembering Civil Liberties fence installation done in partnership with the California History Center.</p>
Dept - (CA) Film/Television	<p>The Film/TV Department continues to take an active role in outreach of targeted populations by visiting local high schools, participating in the De Anza College Open House for parents and students, and accommodating interested students/faculty for tours of our facilities.</p> <p>Volunteers and Perkins-funded student employees in select courses and labs provide one-on-one tutoring.</p> <p>De Anza's transition to the campus-wide OMNI website template caused Film/TV to scrap its in-progress website redesign. However, the current website functions as an online resource for general information about the department, as well as provides curriculum and degree information for all users</p>	<p>Above 60%: Although the success of targeted groups decreased from 74% to 72% in 2013-14, the success rate recovered to 73% in 2014-15 and reduced the gap between Targeted and Not Targeted Groups.</p>	<p>F/TV has made the following progress relative to our departmental Equity Plan:</p> <ul style="list-style-type: none"> <li>• Continued outreach efforts with local high schools and communities</li> <li>• Increase in the success rate of African Americans from 59% to 62%</li> <li>• Decrease in the differential of success rates between targeted groups (73%) and not-target groups (78%), but the gap is not yet &lt;5%</li> <li>• In-progress development of an internship course to facilitate the career advancement of underrepresented students</li> <li>• Continued commitment to intentional practices guided by the principles of equity, social justice and multicultural education</li> <li>• Invited women working in the film and television industry, such as writer-director Sally El Hosaini (My Brother the Devil), as guest speakers to inspire our female students in the traditionally male-dominated discipline</li> <li>• Promoted the inclusion of two female students among the five Production Assistants on Danny Boyle's Steve Jobs and as Perkins-funded student employees; encouraged female students to submit their films to festivals and to apply for transfer to college/university film programs</li> </ul>

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Dept - (CA) Film/Television	<p>The Film/TV Department continues to take an active role in outreach of targeted populations by visiting local high schools, participating in the De Anza College Open House for parents and students, and accommodating interested students/faculty for tours of our facilities.</p> <p>Volunteers and Perkins-funded student employees in select courses and labs provide one-on-one tutoring.</p> <p>De Anza's transition to the campus-wide OMNI website template caused Film/TV to scrap its in-progress website redesign. However, the current website functions as an online resource for general information about the department, as well as provides curriculum and degree information for all users</p>	Above 60%: Although the success of targeted groups decreased from 74% to 72% in 2013-14, the success rate recovered to 73% in 2014-15 and reduced the gap between Targeted and Not Targeted Groups.	<ul style="list-style-type: none"> <li>Increase in the enrollment of female students from 848 or 33% in 2012-13 to 995 or 38% in 2014-15</li> </ul>
Dept - (CA) Music	<p>At the time of our last program review update we noted that: The music department had been making steady progress towards improving success rates for all students and toward diminishing the gap between success of targeted and non targeted groups, as addressed in our previous program reviews, and was essentially performing at levels typical of the college as a whole. This positive trend continued into the early portions of the three-year period or the previous comprehensive program review. However, that progress stagnated and then reversed in the last year of that earlier report</p> <p>We noted two areas of focus:</p> <ol style="list-style-type: none"> <li>Factors that faculty can address individually and as a department by means of their approaches to teaching, identifying and assisting students facing academic challenges, and more.</li> <li>The negative effects on student success, amplified for targeted students, of negative trends in institutional support for the music program as measured by FTEF, part time to full time faculty ratio, number of sections offered, and less tangibly by the institution of enrollment and policies that force the department into a kind of downward spiral by means of early cancellation of classes that would likely make, the subsequent permanent "take back" of music department FTEF from those classes, and the failure to make promised "hold harmless" adjustments to FTEF in the wake of the</li> </ol>	<p>With two exceptions, success rates by targeted student groups are above 60%. During the final year of the three-year data sequence, success rates for African American students were reported to be 55% and success rates for Pacific Islander students were 58%.</p> <p>Reported success rates in the department for African American students have varied over a large range during the past half dozen years, from last year's low of 50% to a previous year's high of 67%. The large swing in success rates of nearly 20% may have several causes, but one is probably the relatively small number of African American students represented in the music program, typically amounting to perhaps 60-70 grades per academic year. Regardless of any single year's figure, achieving higher success rates among African American students is a critical concern. We are encouraged that the success rate of this cohort has again risen by 5% to 55%, but not satisfied since the gap between this group and the average remains too large.</p> <p>The situation among Pacific Islander students is perplexing for several reasons. For many years (2007-08 through 2012-13) success rates for Pacific Islander students in Music were above the college average, varying between a one-year low of 67% to a high of 76%, and typically being in the 71%-76% range. Then in 2013-14 the rate dropped precipitously to only 42%, then rising by 16% in 2014-15 to 58%. We think that</p>	<p>Based on data from Instructional Research from the 2014-15 year, our "most vulnerable" student cohort appears to be African American students whose success rates are below the 60% threshold. We have described some of our specific responses to this concern earlier in section III of this report.</p> <p>The department has seen significant improvement in overall student success rate among all students, including students in targeted groups. During the most recent year for which data are available, the success rate for targeted students in Music rose from the previous 61% level to 67%, which is virtually the same now as the college rate.</p> <p>Department faculty have tried to understand the low overall success rates among the African American student cohort. Two years ago we sought to get help in two ways — a potentially more granular analysis of where students are not succeeding, and some assistance from others on campus as we try to understand the issue more clearly and find effective strategies. Unfortunately, we were unsuccessful in obtaining that assistance. We are going to look for that help once again this year.</p> <p>It is our plan to ask for assistance from the Equity Office, perhaps leading to equity related workshops for department faculty. As an alternative, faculty may seek to attend other equity workshops and</p>

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Dept - (CA) Music	<p>implementation of Load Task Force recommendations and the elimination of the lecture/lab load designation.</p> <p>Faculty have worked individually and collectively to address the first area. (We do not have the authority to improve the second and, in fact, college decisions have worsened that situation. With only faculty initiative to work with, we are encouraged that the most recent data confirm that the student equity gap among music students is now equal to that of the college overall, that this represents a significant improvement from an 11% gap to an 8% gap today — closing half the distance to the target. This is a very significant positive step towards the college equity gap goal. Improving the situation described in #2 should support additional improvements for our students.</p>	<p>the small sample may play a role in this anomaly — during the low success rate year there were only 5 grades earned by students identifying as Pacific Islander according to Instructional Research data.</p> <p>We believe that meaningful responses to the equity gap issue, particularly regarding African American student success, may be considered in four areas.</p> <p>I. In the general sense, we presume that the explanations for gaps in student success include things over which we have responsibility and control as faculty members. We have worked to address these and we intend to continue to do so. Over the long term the music department has made steady progress and success rates and trends among targeted and non-targeted groups often seemed congruent with similar rates measured for the Creative Arts Division and for the college as a whole, generally improving for all targeted groups, and moving in the direction of a smaller equity gap.</p> <p>Music department faculty are highly conscious of the need to ensure that all students have every opportunity for success and we work to minimize and overcome the range of issues that can interfere with student success. This is a subject for discussion at every department meeting and frequently during informal meetings among music faculty members. For example, those among us who teach the general education classes regularly share strategies for engaging and helping students who find our courses challenging. We discuss factors affecting the success of individual students who are in several of our classes, and we employ specific strategies to encourage and assist them. Department faculty have participated in work on division/department equity plans, and have participated in off-campus outreach efforts for under-represented students. To the extent that costs may be a contributing factor, we have introduced ways for students to reduce costs of course materials — putting books on reserve in the library, putting other materials online, facilitating student resale and sharing of texts, allowing students to use older editions, and even personally providing books and other materials to students.</p>	<p>programs as a group. We also will ask for consulting help specifically related to practices shown to be effective in music programs.</p>

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Dept - (CA) Music	<p>At the time of our last program review update we noted that: The music department had been making steady progress towards improving success rates for all students and toward diminishing the gap between success of targeted and non targeted groups, as addressed in our previous program reviews, and was essentially performing at levels typical of the college as a whole. This positive trend continued into the early portions of the three-year period or the previous comprehensive program review. However, that progress stagnated and then reversed in the last year of that earlier report</p> <p>We noted two areas of focus:</p> <ol style="list-style-type: none"> <li>1. Factors that faculty can address individually and as a department by means of their approaches to teaching, identifying and assisting students facing academic challenges, and more.</li> <li>2. The negative effects on student success, amplified for targeted students, of negative trends in institutional support for the music program as measured by FTEF, part time to full time faculty ratio, number of sections offered, and less tangibly by the institution of enrollment and policies that force the department into a kind of downward spiral by means of early cancellation of classes that would likely make, the subsequent permanent “take back” of music department FTEF from those classes, and the failure to make promised "hold harmless" adjustments to FTEF in the wake of the implementation of Load Task Force recommendations and the elimination of the lecture/lab load designation.</li> </ol> <p>Faculty have worked individually and collectively to address the first area. (We do not have the authority to improve the second and, in fact, college decisions have worsened that situation. With only faculty initiative to work with, we are encouraged that the most recent data confirm that the student equity gap among music students is now equal to that of the college overall, that this represents a significant improvement from an 11% gap to an 8% gap today — closing half the distance to the target. This is a very significant positive step towards the college equity gap goal. Improving the situation described in #2 should support additional improvements for our students.</p>	<ol style="list-style-type: none"> <li>II. To the extent that the continuing lower success levels among African American students is part of a pattern, department faculty need assistance in understanding the issues, determining more effective strategies to address them, and it may be very important to find ways to provide specific institutional support to programs targeting the success of African American students enrolling in Music courses. Our efforts to obtain such support two years ago were not successful, but we will try again in the next year.</li> <li>III. The predictable and undeniable results of ongoing deep reductions to Music full-time FTEF, reductions to overall department FTEF, the increasing percentage of part-time faculty teaching music classes, the serious and ongoing reductions in the breadth and availability of music classes include exactly the sort of decrease in student success rates that we see among all student and especially among students who face greater academic challenges. It is critical to keep this realization at the forefront as the institution considers the effects of changes to program staffing, scheduling, and funding. Restoration of faculty and staff positions is critical to student success, especially among students who face other academic challenges.</li> <li>IV. As described elsewhere in this review, we again note that we have been unable to increase diversity among music faculty while the overall FTEF continues be restricted, full time faculty positions are not replaced, and there are few or no opportunities to diversify the part time music faculty.</li> </ol>	<p>Based on data from Instructional Research from the 2014-15 year, our "most vulnerable" student cohort appears to be African American students whose success rates are below the 60% threshold. We have described some of our specific responses to this concern earlier in section III of this report.</p> <p>The department has seen significant improvement in overall student success rate among all students, including students in targeted groups. During the most recent year for which data are available, the success rate for targeted students in Music rose from the previous 61% level to 67%, which is virtually the same now as the college rate.</p> <p>Department faculty have tried to understand the low overall success rates among the African American student cohort. Two years ago we sought to get help in two ways — a potentially more granular analysis of where students are not succeeding, and some assistance from others on campus as we try to understand the issue more clearly and find effective strategies. Unfortunately, we were unsuccessful in obtaining that assistance. We are going to look for that help once again this year.</p> <p>It is our plan to ask for assistance from the Equity Office, perhaps leading to equity related workshops for department faculty. As an alternative, faculty may seek to attend other equity workshops and programs as a group. We also will ask for consulting help specifically related to practices shown to be effective in music programs.</p>



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Dept - (CA) Photography	Equity gap has dropped from 15% in 2013-14 to 8% for 2014-15 (improvement). Although not part of a targeted group, a small number of Veterans enroll in our program.	Above 60%	Clearly defined Certificate and Degrees. In class assistance provided in recognizing and completing Certificate. Curriculum Advisories/Prerequisites for all courses where required aiding all students. Diverse faculty/staff within department. CTE/DASB supported lecture series that has been very diverse and in existence for over five years.
Dept - (CE) Planetarium			
Dept - (CE) Short Courses			
Dept - (LA) English	<p>In the 2013-14 Program Review, we reported: “ Although our equity gap remains lower than the campus average and more than achieves statewide goals for targeted groups, we feel that the loss of the lab classes that used to be attached to all basic skills classes has had a negative impact on the success of vulnerable students. We have adopted several strategies to compensate as much as possible for that substantial loss of resources and student support:</p> <ol style="list-style-type: none"> <li>1. We have prioritized assigning full-time faculty to Basic Skills courses (46% of basic skills courses are taught by full time faculty while our writing program as a whole has only 26% full time FTEF).</li> <li>2. We have developed Customized Academic Support that is imbedded in our lowest level class, EWRT 200, as a required adjunct to instruction—tailoring tutorial assistance to the needs of the most vulnerable students. As a result, success in EWRT 200 is now just as strong as the higher level, EWRT 211, even though these students have greater obstacles.</li> <li>3. Programs like Puente, Sankofa, FYE and the LART courses are also producing excellent results.</li> </ol> <p>We must hire additional faculty to maintain the strength of our basic skills success and address the equity gaps in the literature program. Student success in English also needs support through re-hiring some of the many positions that were cut from the Writing Center so that we can expand the successful model of small group tutorial instruction as a part of Basic Skills courses.”</p> <p>We continue to prioritize staffing Basic Skills courses with FT faculty, tailoring tutorial assistance to the needs of the most vulnerable students. Some of our most outstanding and dedicated faculty teach EWRT courses for programs such as Puente, FYE, IMPACT AAPI as well as LART classes,</p>	<p>We are NOT below 60%. Our department’s EWRT success rates for targeted groups are as follows:</p> <p>African American: 70%  Latino/a: 70%  Filipino: 79%</p> <p>ELIT success rates:  African American: 64%  Latino/a: 73%  Filipino: 77%</p> <p>However, although our success rates for targeted groups are 4-19% higher than 60%, we are always striving to improve and to do things such as continue to foster a departmental culture that strongly values cultural inclusivity and diversity in our course content for EWRT and our general education ELIT courses.</p>	<p>When we discovered that students feel the literature program does not offer enough diversity of perspectives and global awareness, we wrote and submitted new curriculum to enhance the diversity of our offerings: African American Literature and Ethnic Literature of the United States. We offered our first sections of the new African American Literature and Ethnic Literature courses this academic year (2015-16). We are working on writing a three-course World Literature sequence, another area where students expressed great interest. We have now written the first of the three-course sequence and plan to offer the course during the 2016-17 academic year.</p>

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Dept - (LA) English	<p>which we offer multiple sections of at the 200 and 211 level every quarter. We hired two faculty in Fall 2014 who had prior experience teaching in student success cohort programs (FYE, IMPACT AAPI, and LEAD) and who continue to teach in those programs as FT tenure-track faculty. We also have faculty who are participating in DARE's development of a "Word Jam" initiative to boost student success rates in developmental pathways and provide support to students who do not have wraparound services such as those provided in Puente, FYE, and IMPACT AAPI.</p> <p>Overall, the goals of equity work in Language Arts are: retention and success of target populations; collegial participation that actively includes part-time faculty; creating an environment of inclusion, inspiration and possibility; inspiring open discussions about successful pedagogical methodologies within departments, the Language Arts Division and, hopefully, with other divisions; collegial discussions about exit-entry alignment; metacognitive methodologies for students and instructors for successful course, program and degree completion. We are doing a division-wide student survey in the 2016-2017 academic year and in Fall 2017 we plan to do data analysis of the survey results. That will be the foundation of more targetted equity efforts going forward as we more clearly identify student needs.</p>	<p>We are NOT below 60%. Our department's EWRT success rates for targeted groups are as follows:  African American: 70%  Latino/a: 70%  Filipino: 79%</p> <p>ELIT success rates:  African American: 64%  Latino/a: 73%  Filipino: 77%</p> <p>However, although our success rates for targeted groups are 4-19% higher than 60%, we are always striving to improve and to do things such as continue to foster a departmental culture that strongly values cultural inclusivity and diversity in our course content for EWRT and our general education ELIT courses.</p>	<p>When we discovered that students feel the literature program does not offer enough diversity of perspectives and global awareness, we wrote and submitted new curriculum to enhance the diversity of our offerings: African American Literature and Ethnic Literature of the United States. We offered our first sections of the new African American Literature and Ethnic Literature courses this academic year (2015-16). We are working on writing a three-course World Literature sequence, another area where students expressed great interest. We have now written the first of the three-course sequence and plan to offer the course during the 2016-17 academic year.</p>
Dept - (LA) English as a Second Language	<p>To close the student equity gap, we continued to have formal and informal discussion on course standards, assessment methods, and curriculum development. We finished assessing all 48 SLOs for our courses for the second assessment cycle. Faculty came together in department meetings, small groups, and on the department's listserv to discuss concerns and observations from the assessments to better serve our targeted populations.</p> <p>In Spring 2014, the department replaced the use of the portfolio as the sole measure to pass or fail ESL 263, in favor of multiple measurements that involve different aspects of student work. This curricula change became effective in Fall 2015.</p>	<p>Not applicable to our program.  Course success by targeted groups in 2014-15 was 77%.</p>	<p>The department began to analyze student success data starting with the departmental retreat in Spring 15. For the 2106 winter retreat, we invited two outside programs, ISP (International Student Services) and DSS (Disability Support Services) to help faculty better understand our international student population and to raise disability awareness in the classroom. Also, for the first time, a student panel was included for students to give direct feedback to our program and instruction. Faculty also attended technology training on creating student-centered syllabi and learning other technology-enhanced pedagogy.</p> <p>In the spirit of collaboration fostered in retreats and department meetings, faculty members teaching a</p>

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Dept - (LA) English as a Second Language	<p>We have worked closely with the integrated instructional support programs, such as the Listening and Speaking Center, the Writing and Reading Center, the Cross Cultural Partners Program, the ESL computer Lab, and the LinC Program.</p> <p>We have provided a variety of ways to deliver instruction, including offering more sections of an advanced hybrid reading course, creating a new hybrid transfer-level writing class, and using language learning online platforms to enhance instruction.</p> <p>We collaborated with Child Development to offer two courses: ESL 280 and ESL 254 to equip Child Development students with adequate language skills to succeed in their major. Even though the courses were not offered at the end owing to enrollment issues, the two departments have been in dialogue for future collaboration.</p> <p>With proposed full-time hires, we are optimistic that we can achieve equity and student success within the department. We also seek to achieve gender balance, ethnic and LGBTQ equality, and cultural diversity.</p> <p>By working closely with the Assessment Center, we have improved the accuracy of placement so that students are properly placed. We will continue to use placement test readers, who play a key role in the success of the placement process. In addition, we are well informed regarding upcoming changes in the State's Common Assessment Initiative (CAI) in developing a portable placement test for students. Joining forces with the English and Reading Departments, we have stated our position in a recent resolution passed in the Academic Senate that discipline faculty should play a primary role in determining how students are assessed and placed.</p>	<p>Not applicable to our program.</p> <p>Course success by targeted groups in 2014-15 was 77%.</p>	<p>certain course meet up voluntarily to share teaching ideas and class materials. Norming sessions are being held to help both new and veteran faculty adhere to course standards. New hires can now access resource faculty for their respective classes as soon as they get their assignments. The resource faculty helps the new faculty with syllabi, text selection, and course standards, and, in general, serves as the department ambassador to assist them to get acclimated to De Anza. All in all, there is camaraderie and energy among faculty to learn from each other and become better instructors to promote student success.</p>
Dept - (LA) Journalism and Mass Communication	<p>The Journalism Department has several ongoing efforts to decrease the equity gap by making resources available to all students. 1) Increasing the availability of technology needed to complete assignments (printing, lab computers, laptops for loan, still/video cameras and accessories) and keeping the lab open for extended hours to better serve students who do not have access to quality equipment, technology and/or internet</p>	<p>N/A</p>	<p>Faculty will review the department's Equity Plan in conjunction with the Division Equity Plan at the department's Spring '16 retreat.</p>

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Dept - (LA) Journalism and Mass Communication	<p>connectivity at home. 2) Providing reserve copies of textbooks at the library, and offer printed material to students when possible.</p> <p>Veronica Neal spoke in the JOUR 61a/b/c class in Spring '15 in an effort to increase students' understanding of equity and mutual respect. The department participates in Student Services Day, Club Day and De Anza's outreach programs such the New Student and Parent Open House in an effort to increase awareness of the program. We are engaging in outreach to high school journalism programs in the East Side Union district in an effort to recruit more students from targeted groups and further increase the diversity in the program. Faculty continue to promote student membership in minority journalism organizations that offer scholarships.</p> <p>The Journalism Advisory Board, convened to meet requirements of vocational funding, is a diverse group that provides support to faculty and guest speakers to our classes. Faculty (one full-time and three adjunct) discuss equity issues – including curriculum, class policies and outside help – at quarterly meetings and a retreat in the spring. Veronica Neal was a guest speaker at a faculty meeting in 2014, and helped faculty fill in a report about their understanding of equity.</p>	N/A	Faculty will review the department's Equity Plan in conjunction with the Division Equity Plan at the department's Spring '16 retreat.
Dept - (LA) Language Arts			
Dept - (LA) Linguistics			
Dept - (LA) Readiness Program			
Dept - (LA) Reading	<p>In our previous Program Review (2008-09), we set ourselves the goal of working more closely with the specialized programs focusing on teaching our underserved and targeted student populations. To that end, the department has been highly involved in teaching in the following programs: LinC, LART, Puente, LEAD, SanKofa, FYE, and AAPI. All of these programs serve our at-risk populations, and have high success rates.</p>		
Dept - (LA) Speech Communication	<p>Communication/dialog are paths to equity. Our department colleagues have made progress to close the student equity gap with continuous efforts to—</p> <ol style="list-style-type: none"> <li>1)Empower all students with confidence to communicate and collaborate</li> <li>2)Collect/analyze/reflect/act on equity data</li> </ol>	Greater than 70% course success for all ethnic groups in our program.	

Assessment Unit	III.B Closing the Student Equity Gap	III.C Plan if Success Rate of Targeted Group(s) is Below 60%	III.D Departmental Equity Planning and Progress
Dept - (LA) Speech Communication	<p>3)Co-create inclusive, supportive, culturally rich learning environments aimed at empowering all students</p> <p>4)Support multiple modalities for learning (facilitation, collaboration, LinC, debate, on-line, service/civic engagement)</p> <p>5)Offer course as part of AAPI grant</p> <p>6)Support students with peer tutors, mentors, support services, and resources in the Listening and Speaking Center</p> <p>7)Offer access via multiple scheduling options including online/hybrid, day, evening, 1-day week, and weekend</p> <p>8)Engage students and faculty in equity dialog (in the classroom and in partnership with Partners In Learning and Equity Office)</p> <p>9)Develop equity sensitive course outlines/syllabi/rubrics/grading practices/instructor and peer feedback processes/webpages/text choices</p> <p>10)Provide/direct students to resources/guidance/support services to navigate through challenges in their college/personal lives</p> <p>11)Increase service/civic education initiatives (students facilitate the Partners In Learning (PIL) Conference and other campus events, and design marketing materials for the PIL conference)</p> <p>12)Organize annual career day events to expose students to career opportunities</p> <p>13)Prepare students for job interviews and to communicate effectively in work environments</p> <p>14)Engage students in policy and political issues through speech assignments, service education, and our debate program</p>	Greater than 70% course success for all ethnic groups in our program.	
Dept - (LRC) Distance Learning	<p>Research and our own practice have shown us that instructor training and preparedness, technology support at institution level in general, and student services are all crucial to online student success. The challenges we face as tech-enhanced courses continue to grow with shrinking support resources still exist, as stated in past PRs and APRUs.</p> <p>In 2010-11, the massive numbers of CAOS enrollment caused the huge increase in enrollment and decrease in student success. In the following year, they were cut due</p>	<p>The fact that both the sheer number and the percentage of targeted students increased, compounded with the fact that the success rate has been going up and the gap has been closing, are exciting and worth noting. Please see more details in II.A.3</p> <p>We will continue working with DL course offering individual faculty members, departments, divisions to improve the awareness and knowledge about how we can help students be successful in online courses.</p>	

Dept - (LRC) Distance Learning

to budget reductions. The remaining CAOS classes have smaller seat counts and used tighter enrolment management methods (dropping students who have not participated by census, etc.). The overall success rates as well as all student groups went down in 2010-11 and came back up after CAOS courses were cut.

The slowdown in massive growth of online course sessions has been helpful in spreading limited support resources over the faculty and students we serve. After a few years of growth in online faculty members, faculty have gained valuable experiences in teaching online, along with DLC, have shared knowledge and strategies with newly assigned online instructors through DL Committee, Effective practice showcases, department or division collaborations, and small group or one-on-one exchanges.

Our staff have been actively involved in ongoing activities that enhance student success, and here are just a few examples:

- DL team especially the Instructional Associates support individual students in the whole process of their online course, from registration, orientation to taking the classes, working on their assignments and trouble-shooting every step of the way.
- Effective Practices Showcases were held during regular quarters
- Catalyst Student Orientations have been offered at the beginning of every quarter to help students get started using the system.
- Instructional Designer Dave Garrido facilitated Student Success Center workshops on "How to Be an Effective Online Student": Learn strategies to get the most out of online classes. He also participated in Veterans workshop, recommended syllabus language to faculty members.
- Supervisor April Qian collaborated with Disability Services and Educational Diagnosis Center on enabling extended time on test accommodation in Catalyst, recommended syllabus language for disabled students to online faculty, provided an in-service workshop to EDC on online classes, Catalyst and what to advise students.
- DLC sponsored 12 faculty and staff members to

A broader campus and district wide culture and support will be crucial to reinforcing any best practices and procedures that exist or will be established. With the leadership and continued advocacy of the Dean of Learning Resources, a task force/committee will be (re)established to address the strategic plan of improving the effective use of online technologies in teaching and learning, and also the plan will inform actions, tasks and resources necessary to help increase student success.

We have been working with student service areas to start making services available online for the online students. We have just started with online tutoring through a commercial partner Smarthinking (Pearson). Other services will need to be made available or their capacity expanded to serve our students' needs.

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Dept - (LRC) Distance Learning	<p>participate in the Online Teaching Conference, an annual conference designed and facilitated specifically by and for California Community College colleagues.</p> <ul style="list-style-type: none"> <li>DLC added online fax service for students to be able to submit work more easily.</li> <li>We worked with and sponsored an adjunct faculty, Valerie Taylor, who used to work in DLC as a faculty coordinator, to offer an online teaching pedagogy course.</li> </ul> <p>During 2011-12 Spring/Summer transition, we welcomed a new colleague Jenny Vela, replacing retired Instructional Associate Ann Leever. Jenny came from Colombia originally, has years of experience working in the district, and is always eager to serve students no matter where they are with the technology.</p>	<p>The fact that both the sheer number and the percentage of targeted students increased, compounded with the fact that the success rate has been going up and the gap has been closing, are exciting and worth noting. Please see more details in II.A.3</p> <p>We will continue working with DL course offering individual faculty members, departments, divisions to improve the awareness and knowledge about how we can help students be successful in online courses.</p> <p>A broader campus and district wide culture and support will be crucial to reinforcing any best practices and procedures that exist or will be established. With the leadership and continued advocacy of the Dean of Learning Resources, a task force/committee will be (re)established to address the strategic plan of improving the effective use of online technologies in teaching and learning, and also the plan will inform actions, tasks and resources necessary to help increase student success.</p> <p>We have been working with student service areas to start making services available online for the online students. We have just started with online tutoring through a commercial partner Smarthinking (Pearson). Other services will need to be made available or their capacity expanded to serve our students' needs.</p>	
Dept - (LRC) Library (Hybrid)	<p>The LIB courses have shown a marked decrease in the equity gap over the last six years, from a high of 21 in 2010-11 to a low of 4 in 2013-14. The gap rose to 10 in 2014-15, which is still a significant improvement over the average of 16 from 2008-2013. Faculty will continue to emphasize increased communication with students, both within and outside of Catlayst. However, research shows that targeted student populations, on average, have lower success rates in distance learning courses due to the challenges of access to high speed internet and the relative lack of computer skills.</p>	<p>The past two years, the success rate for targeted groups were over the 60% mark at 72% and 66%, respectively.</p> <p>The Library is currently exploring whether to purchase a software product which offers chat and SMS communication options. It is likely that the Library will purchase this software and deploy during Summer 2016. This software can be used for virtual office hours to students taking online Library courses.</p>	<p>The Library and Library West Computer Lab have made most progress in Financial Limitations area noted as critical issues in the Spring 2014 Equity Report. (LRDivEquityReporting2014.pdf)</p> <p>As noted in 1. D. 1. above, course materials such as textbooks remain the item most in demand by students. Course materials/textbooks were checked out to students 22,772 times in academic year 2014-15 giving students an free alternative to purchasing increasingly expensive textbooks. 148 textbook titles and 16 graphing calculators were purchased with the continued support of DASB's \$15,000 grant. Textbooks were purchased for courses used by 25</p>

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Dept - (LRC) Library (Hybrid)	<p>The LIB courses have shown a marked decrease in the equity gap over the last six years, from a high of 21 in 2010-11 to a low of 4 in 2013-14. The gap rose to 10 in 2014-15, which is still a significant improvement over the average of 16 from 2008-2013. Faculty will continue to emphasize increased communication with students, both within and outside of Catlayst. However, research shows that targeted student populations, on average, have lower success rates in distance learning courses due to the challenges of access to high speed internet and the relative lack of computer skills.</p>	<p>The past two years, the success rate for targeted groups were over the 60% mark at 72% and 66%, respectively.</p> <p>The Library is currently exploring whether to purchase a software product which offers chat and SMS communication options. It is likely that the Library will purchase this software and deploy during Summer 2016. This software can be used for virtual office hours to students taking online Library courses.</p>	<p>departments across campus.</p> <p>Broadening the awareness to faculty, staff and administrators of the increasing burden of course materials costs was done in two ways. 1) Presentation at Partners in Learning Conference 2015 at De Anza: "The Affordable Textbook Challenge". A joint presentation and exercise - put on by Virginia Marquez, Sandra Blackborow, and David Byars – which was designed to draw attention to the high cost of textbooks with emphasis on disproportionate effect on historically under-served students and on solutions which can be utilized by faculty members and departments. 2) A librarian served as the lead for an Academic Senate subcommittee focusing on textbook issues. The subcommittee produced a simple memo entitled Considerations for Textbook Adoptions which was marketed to all faculty and is currently featured on the Academic Senate website. (TextbookConsiderations.pdf) Subcommittee efforts this current year have focused on A.B. 798, The California Textbooks Affordability Act.</p> <p>Computer Lab staff also identified the cost of photocopying course (and other) materials as a financial burden on students. Lab staff and one librarian spearheaded an effort to research high speed scanning solutions. 3 vendors were selected, each of which set up a scanner in the lab for a month in order for staff and students to use and evaluate. Following the trials a detailed report and recommendation was completed. (scannerreport.pdf) A vendor was selected.</p> <p>One unit was purchased and installed November 2015. High speed, no cost scanning was offered to students starting in November 2015. By the end of Spring quarter 2016 students had scanned 6,302 pages (Scan_Report_Nov3_2015-Jan26_2016.pdf &amp; Scan_Report_Winter2016.xlsx) for zero cost. The cost to photocopy that many pages at 15 cents a page is \$2,642. It should be noted that modern scanners like the one that is in production allow students to easily email and save scanned material to cloud storage services.</p>



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Dept - (LRC) Library (Hybrid)	<p>The LIB courses have shown a marked decrease in the equity gap over the last six years, from a high of 21 in 2010-11 to a low of 4 in 2013-14. The gap rose to 10 in 2014-15, which is still a significant improvement over the average of 16 from 2008-2013. Faculty will continue to emphasize increased communication with students, both within and outside of Catlayst. However, research shows that targeted student populations, on average, have lower success rates in distance learning courses due to the challenges of access to high speed internet and the relative lack of computer skills.</p>	<p>The past two years, the success rate for targeted groups were over the 60% mark at 72% and 66%, respectively.</p> <p>The Library is currently exploring whether to purchase a software product which offers chat and SMS communication options. It is likely that the Library will purchase this software and deploy during Summer 2016. This software can be used for virtual office hours to students taking online Library courses.</p>	<p>With the assistance of the Office of Institutional Research the library was able to better understand the demographics of users who use the reserves collection and the open computer labs. The library compiled a list of users from Fall 2014 of both resources and provided the SIDs to Institutional Research. Analysis shows that all targeted groups use both resources at a rate at least in line with their numbers overall in the student body. There were two exceptions, 7% of computer lab users were African American while African Americans make up 5% of the overall student population. Only 23% of Reserves users identified themselves as Latino/a while Latino/as represent 25% of the student population. (LibraryReservesLabUsersFall2014.pdf)</p> <p>The result is somewhat disappointing. Before conducting the research we hoped to find that targeted groups would be overrepresented as users of these valuable resources. It should be pointed out that a user is counted once whether he or she uses a resource 1 or 50 times. The Library plans to do this analysis using data from Fall 2015. This time we will ask Institutional Research analyze the data two ways, one set showing a unique set of users and the other being weighted for each use by user.</p> <p>Marketing of library and computer lab services to students will be a focus of this next phase of equity work. Library staff and faculty do a fine job marketing library services in their work on campus wide committees. Library staff and faculty serve on both the Academic and Classified Senates, Curriculum, Facilities, Technology, The Equity Action Council and others. The Library markets library resources through its web site and Facebook. The Library participates in campus wide events such as Club Day, Student Services Day and Open House. In the next year the Library will develop a short, attractive and informative brochure describing library resources that can be used at these campus-wide events.</p>
Dept - (LRC) Student	The 08-09 CPR (which was broken down into separate		

Success Center (Hybrid) reports by Center) noted challenges that might prevent first-generation and low income students from participating in tutoring and other support, and suggested that “when tutoring is required or structured into courses...participation among targeted populations increases.” Five years ago, such programs were not feasible due to budget, space and staffing limitations, but since the SSC reorganization, and thanks to intensive efforts, including BSI and Title III and DARE-funded projects, structured support and participation rates among students in basic skills have increased greatly.

Our programs support success overall, and that of targeted groups across campus, particularly students in basic skills courses. Institutional research has determined that students who receive tutoring services have higher success rates (83%) than students who did not receive tutoring services (73%) in the same quarter. The difference is even greater for students who use SSC services for five or more hours; for an average of 12% higher success rates and in some courses over 40%. [http://www.deanza.edu/ir/deanza-research-projects/2010\\_2011\\_projects/SSC2.pdf](http://www.deanza.edu/ir/deanza-research-projects/2010_2011_projects/SSC2.pdf)

In developmental math courses, success rates generally average 61%. Math Performance Success sections tend to have higher success rates and enroll a large proportion of African American and Latino students. Since 2010-11, the SSC’s Math, Science & Tech Resource Center hires, trains and supervises all MPS tutors, allowing faculty and counselors more time for other program needs and increasing the quality and effectiveness of tutoring support in the growing program. MPS annual enrollment increased from 317 students in 2006-07 to 566 in 2011-12. [http://www.deanza.edu/ir/deanza-research-projects/2013-14/Basic-Skills%20Needs-Enrollment-Success\\_8.14.13.pdf](http://www.deanza.edu/ir/deanza-research-projects/2013-14/Basic-Skills%20Needs-Enrollment-Success_8.14.13.pdf)

The SSC has a strong commitment to supporting students from our targeted populations and those enrolled in pre-college level courses. We collaborate with many Learning Communities on-campus to provide better academic support. Multilingual staff have a significant impact on outreach to all students. These outreach efforts are made not only for students with academic needs, but also for

Dept - (LRC) Student Success Center (Hybrid)

employment of students from targeted populations.

In supporting students enrolling in mathematics, the SSC provide math review modules for assessment preparation and for general review when students face math struggles or an absence for math learning. Approximately 30% of all student utilizing math review modules are from targeted student populations. The assistance the modules provide students have shown tremendous results in expediting their educational goal; by completing the review, many students have assessed one or two courses higher than had they not completed the module, and in some cases even three courses higher. Students increase their success rates in the next quarter of math enrollment following completion of the review module.

In Language Arts, the Customized Academic Support (CAS) program supports students in EWRT, READ, and LART 200 with a menu of options including tutoring, workshops, and vocabulary and verb small-group modules. CAS has dramatically increased SSC usage among those who place at the lowest levels, including a large percentage of students in targeted groups. Of all enrollments in basic skills English courses in fall 2012, 37% identified as Latino.

Recent adoption of online tutoring with Smarthinking.com (beginning Spring 2014) may help increase success rates for students in targeted groups who are enrolled in online courses, those who need help on evenings and weekends, and those who may have difficulty making it to campus for academic support.

From 2012-13 APRU: "Demographics for the LRNA tutor training courses reflect our intensified recruiting efforts among targeted groups. We have steadily increased the percent of tutors from targeted groups, including between 10-11 and 11-12, and this trend continued into 12-13. Even more impressive is the high percent of tutors who both began in basic skills courses and participated themselves in SSC support. SSC programs have inspired students to move out of their pre-college classes and become tutors. The empathy these tutors bring to their work due to their backgrounds, combined with the strong equity focus of tutor training, bodes well for future growth and success rates among targeted populations across De Anza."

Assessment Unit	III.B Closing the Student Equity Gap	III.C Plan if Success Rate of Targeted Group(s) is Below 60%	III.D Departmental Equity Planning and Progress
<p>Dept - (PE) Athletics (Hybrid)</p>	<p>Athletics is a model for student-success. The program review data sheet athletics indicates that there is 0% Student Equity Gap for student-athletes.</p> <p>In 2013 a report was conducted by the Institutional Research office. The results show overall that athletes perform better academically and that student athletes in targeted groups do fair better also. This in depth study shows that males and female athletes succeeded at an equal rate of 75% when the grades of intercollegiate classes were excluded. Males and female athletes succeeded at rates 72% compared to 73% for male non-athletes and 79% compared to 78% for non-athlete females when the grades of intercollegiate classes were excluded. When the data is dis-aggregated by one more step comparing student success of athletes to non-athletes within their "targeted/underserved" groupings and excluding intercollegiate athletic courses, african-american males and females were 3% more successful than their non-athletic peers; Latino and Latina were 1% and 9% more successful than their non-athletic peers.</p> <p>We performed four pilots in our area to improve student success. We opened a student hall with paid tutors in Math and English for all interested athletes two days a week from 1 to 5:30pm . Statistically, we found a high correlation between students whose coaches mandated attendance and increased success in math and English classes. We also discovered that many students participated in online tutoring and sought out help in the SSC independently. This was a surprising result.</p> <p>The second pilot we developed was a joint effort with the Counseling Division. Two counselors were assigned to our area during the Fall quarter of 2014. The additional counselors helped with Ed Plans and advising. This pilot was somewhat helpful for our athletes.</p> <p>The third pilot was the development of the FAST, Football Academic Success and Transfer cohort. It is now midway through its second year. This cohort was developed with the express purpose of assisting "targeted/underserved populations" African Americans, Pacific Islanders and Latino males. The first year of the pilot was funded by a DARE grant. 15-16 is funded by Equity funding. We have encouraging statistics, since Fall, 2014 with a total of 32</p>	<p>NA</p>	<p>We intend to request a rerun of the "2013 statistical analysis report" Fall of 2016 to determine if there are were any changes in student success during the 2015-16 year. If there are changes we hope that they will correlate to the implementation of the FAST, REACH cohorts, required tutoring and counselor in our area.</p>

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<p>Dept - (PE) Athletics (Hybrid)</p>	<p>for the 14-15 group:  Pacific Islanders 5/10 transferred; 3/10 attained AA; 4/10 returning for year 3;  African Americans: 3/7 transferred; 3/7 returning for year 3;  Latinos: 5/8 transferred; 1/8 returning for year 3;  White: 4/7 AA; 3/7 returning for year 3. Overall: 5 drops/32.  We have found through random inquiries in one-one interviews that  Students are not retaining or do not understand information regarding eligibility rules or many of the facets about financial aid;  Students try to get away with not buying books;  Working with students on their educational plan needs to include a conversation about the "BIG" picture--athletics may be a stepping stone, but you need to take advantage of the educational opportunities;  We needed more help counseling and identifying the more at risk students earlier;  Students need to learn how to manage their time and organize their work;  Students like laptops not I pads;  We need to meet biweekly to ensure that we are recognizing where more help is needed and to find solutions faster.</p> <p>We have implemented an equity-funded cohort, REACH-Reading, English, Athletics, Counseling and Humanities. The first pilot started W'2016. Basic Skills Reading and Basic Skills Writing yielded amazing results for a first year cohort. Lydia Hearn wrote: "This Winter we began the REACH program with 24 student-athletes taking a LART211 (READ/EWRT) class, the majority of whom come from underserved populations. We had a 100% retention rate with a 96% success rate. With the students' work evaluated through the English department portfolio process, we had affirmation from English department faculty external to the program that the students who passed the portfolio were writing and reading at a level to be ready for EWRT1A. These are amazing numbers not only for this special population but for ANY class!</p> <p>It was challenging, but by the end of the quarter, the students pulled through and began to see themselves as scholars in addition to being athletes. Some of them even</p>	<p>NA</p>	<p>We intend to request a rerun of the "2013 statistical analysis report" Fall of 2016 to determine if there are were any changes in student success during the 2015-16 year. If there are changes we hope that they will correlate to the implementation of the FAST, REACH cohorts, required tutoring and counselor in our area.</p>

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Dept - (PE) Athletics (Hybrid)	<p>commented in their portfolios that they enjoyed being in a class where they were not stereotyped as "dumb jocks" and were encouraged to see themselves as intelligent students. . . .</p> <p>We will continue the program into the Spring quarter as students take an EWRT1A with me and a HUM11 class with Sal Breiter. "</p> <p>Lastly, a final update in our area. A full time counselor was hired in Jan, 2016 and is housed in the Physical Education and Athletics Division. In addition to improving the number of opportunities for student athletes to receive personal advice and guidance from an academic counselor, she has and will develop workshops, develop and support student-athlete orientations and perform ed plans for Kinesiology majors and Massage Therapy students. She is also being embedded in the cohorts. She has attended class sessions, made routine reoccurring appointments with identified "at risk" student-athletes. She is also an integral part in reviewing "Success Navigator" assessment results. These results not only identify individual weaknesses in many areas but a group analysis is also provided. The FAST cohort show low to moderate assessment results in all indicators related to "student-hood". A post-test using Success Navigator is planned for early July for the FAST cohort.</p> <p>We intend to request a rerun of the "2013 statistical analysis report" Fall of 2016 to determine if there are were any changes in student success during the 2015-16 year. If there are changes we hope that they will correlate to the implementation of the FAST, REACH cohorts, required tutoring and counselor in our area.</p> <p>Coaches report that having additional services provided has been helpful.</p>	NA	We intend to request a rerun of the "2013 statistical analysis report" Fall of 2016 to determine if there are were any changes in student success during the 2015-16 year. If there are changes we hope that they will correlate to the implementation of the FAST, REACH cohorts, required tutoring and counselor in our area.
Dept - (PE) Massage Therapy	<p>Success rates of both targeted and non-targeted groups has increased 9% and 11%. The gap between both groups is exactly 5%.</p> <p>Equity plan:</p> <ul style="list-style-type: none"> <li>Implement peer tutoring.</li> <li>Recruit top students for TA internships.</li> <li>Produce videos of instructor demonstrations.</li> <li>Fund a supervisory position for student practice sessions</li> </ul>		<p>Most of our students are part-time status. However, we hope to implement paid peer tutoring. (Only FT students can be paid for tutoring). In the meantime, we are encouraging our most successful students (B grade or better) to participate as student teacher assistant for internship credit.</p> <p>We held a student focus group on March 28, 2016. Each of the four student panelists strongly</p>

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Dept - (PE) Massage Therapy	in PE 12L.		<p>encouraged us to provide a place for the students to practice their skills on campus. We are looking into provided supervised hours in PE 12L. Our instructors will be holding their office hours in PE 12L so that students can gather in this room.</p> <p>The students also encouraged us to provide videos of the class demonstrations. A pilot will take place in PE 54 this Spring. The panelists hope that this will help students listen to the instructor more carefully instead of being distracted by their own efforts to take videos with their phone or other devices.</p> <p>We are also reinstating the De Anza Student/Graduate Specialized workshops in the Spring. Special topics and guest speakers are recruited and paid through Perkins Funds so that students can have a "free experience". These workshops stimulate further interest in the vocation, and bring alumni back to campus.</p> <p>Lastly, funding for a full-time Career Development Coordinator has helped us immensely. The task of providing job opportunity information and maintaining a website is now managed in a central location. Our program assistant now has had more time to assist students with internships and their clinic experience. She has also been an integral part of the discussions regarding implementation of equity and PLO/SLO work with the Dean.</p> <p>Equity Plan Progress: Planning for Implementation 2015-16 academic year, mostly Spring, 2016.</p>

Dept - (PE) Physical Education	<p>Our plan has been to create new curriculum to attract and retain students. We have built curricular sequences in soccer, yoga, and cycling. Our Program Level outcomes survey shows us that scheduling sequences of courses with strength development and cross training families e.g. core conditioning, body sculpting and total fitness will help to give students the opportunity to participate and achieve their fitness goals. Overall, we are seeing an increase in the number of males in classes such as yoga, cardio kick and Pilates, courses that, males have not traditionally taken. Offering curriculum that has shown to attract students of targeted groups is also a strategy for scheduling. For example, badminton for Asians, and soccer for males, females, Latinos, Asians and Pacific Islanders. We are looking forward to the installation of Wi-Fi in the Gymnasiums will instructors reinforce</p>
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Dept - (PE) Physical Education	required readings and help students to grasp the complex terms and concepts related exercise physiology, conditioning and anatomy by accessing internet based media sources or instructor formulated materials.		
Dept - (PSME) Astronomy	<p>Our department’s equity gap (comparing success rates of targeted and all groups) has remained essentially constant at around 10% for the past three years. Specifically, success rates for those three years for targeted groups has been 71%, 70%, and 68%, and for all groups 81%, 79%, and 80%. The fluctuations are negligible. The 2014-15 gap is very slightly less than for the PSME division at large (11%), and very slightly higher than the college-wide gap of 9%.</p> <p>Our 2013-14 Comprehensive Program Review indicated a desire to increase success rates for all students, but particularly targeted groups, by increasing hands-on components in our lecture courses and by increasing access to our stand-alone laboratory course. We frankly have not made as much progress in those areas as we would like. We continue to look for meaningful ways in which large-lecture astronomy courses elsewhere have integrated hands-on components, including the use of “clicker” instant-feedback technology. Concerning the lab course, staffing limitations continue to restrict its availability to only two sections of 35 students each in each academic year.</p> <p>Concerning the former (instituting hands-on components in lecture classes), we need to redouble our efforts. As for the latter (increasing lab class offerings), we need to increase staff or re-distribute current loads. It should be noted, however, that taking staff from large lecture sections and placing more load in lab sections will have a negative impact on the total number of students we can serve, since each lab section can accommodate only 35 students at one credit unit each, while lecture classes serve twice that many at five credit units.</p>	As noted in III.B above, our success rate for targeted students is well above 60%.	See the narrative in III.B above.
Dept - (PSME) Chemistry	The Chemistry department has improved its success rate among nearly every ethnic group for which we track data. Since the 2012-13 school year the success rate among Filipino students has increased from 68% to 77%, while Latino/as have shown an increase from 57 to 63%. Other	The current success rate of all target populations is above 60%. Both Filipino and Latino groups saw increases over the values reported in the previous CPR, while African Americans saw a slight decrease.	While student success among several target populations has increased, so has that among the non-target populations. Between 2012/13 and the present the target group has seen an increase of 6 percentage points to 68% overall, while non-target



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Dept - (PSME) Chemistry	<p>groups have shown similar or more modest increases. The one exception seems to be the African Americans student population, which saw a decrease from 71% to 62%. While still above the goal set by the college, such a decline is cause for concern and bears watching. Notably, withdrawals are slightly up for African Americans, lending support to observations in the last CPR that these are significant contributors to the deficit in student success for this group. Conversely, a decrease in withdrawals among Filipino and Latino students may be due in part to some success in increasing representation of these ethnic groups at the Student Success Center.</p> <p>Some improvement may be related to an increase in department involvement in pedagogical research and support aimed particularly at underserved target populations, particularly with respect to the IMPACT AAPI grant. This grant has helped to foster a culture of inclusion, building a community that more students feel supported in. In this vein, Ram Subramaniam taught a class in coordination with IMPACT AAPI specifically designed with the targeted groups in mind, with these groups specifically recruited into a cohort for one particular section. While the class met with some success, a lack of laboratory support made further implementation of this program unfeasible and it was shelved after the initial pilot class.</p> <p>Unfortunately, other plans suggested in the last CPR have not been fully explored due to lack of instructor resources. No data has been made available to the department regarding the reasons that students withdraw from the class, leaving the department to attempt to manage the situation from an incomplete data set. As such, no “early retention plan” has been implemented to target at-risk students early in the quarter, nor have the reasons behind the observed trends been fully understood. This lack of data is something we must remedy in order to move forward with further departmental planning.</p>	<p>The current success rate of all target populations is above 60%. Both Filipino and Latino groups saw increases over the values reported in the previous CPR, while African Americans saw a slight decrease.</p>	<p>groups have increased to 83%, resulting in a slightly wider achievement gap than previously existed. The primary challenge preventing the department from more actively addressing the equity gap remains unchanged from our previous CPR: only 28% of our yearly load is taught by full-time faculty as part of regular load (please see our Faculty Request), which represents a decrease from when our previous CPR was submitted. This situation was exacerbated by the disruption to the department caused by the unexpected retirement of a full-time faculty member in 2013. Additionally, a significant portion of the department’s time is devoted to issues related to the functioning of the laboratory program – including hazardous materials use, storage, and disposal – which represents an additional strain on faculty resources not experienced in lecture-only classes. The department simply does not have enough full-time faculty to adequately address the growth and maintenance of our program while fulfilling an expanding number of commitments at the institutional level, such as the SLOAC/PLOAC reporting process. Without the requested growth position, the department fears it will not make any further substantial gains towards narrowing the equity gap or increasing student enrollment and success overall.</p>
Dept - (PSME) Engineering	Outreach activities		
Dept - (PSME) Geology	In the Comprehensive Program Review for 2008-2009, the Geology department pointed out that student tutoring		

Assessment Unit	III.B Closing the Student Equity Gap	III.C Plan if Success Rate of Targeted Group(s) is Below 60%	III.D Departmental Equity Planning and Progress
Dept - (PSME) Geology	<p>has the potential to aid in closing the student equity gap. However, as pointed out in that Program Review document, the primary tutorial service for Geology has historically been when individual students volunteer to lead Adjunct Study Skills sections. The department is unable to control the availability and volunteering of qualified Student Instructors for these classes, and we have not had volunteers in the last few years.</p>		
Dept - (PSME) Mathematics	<p>The equity gap has remained steady at 17%. (In 2014-15 the targeted population had a success rate of 53%, as compared to a 70% success rate for non-targeted students.)</p> <p>The plan in the 2013-14 Comprehensive Program Review included decreased class size for developmental classes, increased counseling services for math classes including at the developmental level, and expansion of MPS.</p> <p>Decreased class size for developmental classes was implemented starting in 2015-16. The effects will show up in future Program Reviews.</p> <p>We still need increased counseling services at all levels of math classes, including developmental; Students need support in gaining study skills and in academic planning.</p> <p>The number of MPS classes has not substantially changed from 2012-13 to 2014-15. MPS is our most successful program at the developmental level. Expanding MPS will help efforts to close the equity gap.</p>	<p>The targeted population had a 53% success rate in 2014-15. Much of this can be attributed to lower success rates in developmental classes. Item III.B above addresses ways the department could increase success at the developmental level, which would, in turn, increase the targeted population's success rate.</p>	
Dept - (PSME) Meteorology	<p>The student equity gap increased from 4% in (2012-2013) to 15% in (2013-2014 and decreased to 13% in (2014-2015). The department plans on reducing this disparity over the next year by focusing on addressing student needs on an individual basis.</p>		
Dept - (PSME) Physics	<p>The Engineering Club has been ongoing without physics technician as an advisor. A Physics Club has also been established in the beginning of 10-11 academic year. Both of these clubs are targeted towards decreasing the student equity gap by encouraging participation and active involvement in these clubs. Participation in the clubs will help attract and retain targeted students in physics as well as to encourage success in physics classes.</p>		

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Dept - (SSH) Administration of Justice	<p>With the addition of the first full-time AOJ faculty position in almost 25 years in 2013, faculty availability has increased greatly for counseling, mentoring, and academic intervention.</p> <p>* The Dean of social Science &amp; Humanities instituted a program to attempt to address the equity gap concern (C.A.R.). As part of that evaluation process, the AOJ faculty conducted a blind survey of 264 students to identify out-of-class factors that affect a student’s retention and success. The results of the survey have enhanced faculty awareness of challenges students face to stay in college and to assist them to be successful.</p>	<p>The success rates for Filipino and Latina/o are above 60%. The rate for African American students was 71% (2013-14) and then decreased to 58% (2014-15). During this year (2015-16), faculty are being keenly aware of performance in courses to identify those students in need of support and guidance at an early stage to attempt to reverse negative trends.</p>	<p>* AOJ Dept. faculty discussed the equity gap concerns for students; primarily of the Targeted populations. To gain a more comprehensive understanding of the challenges facing students, a student success survey was conducted.</p> <p>* Results showed that employment/family requirements and college preparation were major issues among others.</p> <p>* Faculty utilizing this information to better support students and address equity gap issues.</p> <p>* Success percentages for targeted groups have decreased from 70% (2012-13) to 65% (2014-15) and faculty is committed to address that through course presentation methods and student support (specifically at-risk students).</p>
Dept - (SSH) Anthropology	<p>The success rate of African American students has increased by 9% over three years (from 57% in 2012-13 to 66% in 2014-15). The success rate of Filipino students has also increased by 9% over three years (from 66% in 2012-13 to 75% in 2014-15). Latino students are also succeeding and their success rate of has increased by 5% over three years (from 64% in 2012-13 to 69% in 2014-15).</p> <p>Overall the success rate of students in the targeted groups has increased by 6% over three years (from 64% to 70%). But when compared to the White students whose success rate has also increased by 9% over 3 years, the performance gap between the targeted and the non targeted group remains at 13%.</p> <p>Our program and team is very committed to narrowing the performance gap and achieving equity among our students. We participate in division’s CAR, which involves conversation, application and reflection around equity. In the classroom we strive to use pedagogies, which are student centered, collaborative and engaging.</p>	<p>The success rate of all the targeted student populations is above 60%. It is at 75% for Filipino and 69% for Latino/a, and at 66% for African Americans.</p>	<p>We meet twice a quarter as a team and engage in discussion of strategies to increase the success rate of our underserved students. Many of us attend conferences and workshops both on and off campus and share the information and “tool kit” at department meetings. As a division we are working on incorporating the successful strategies across division. (Jeff Schinske in Biology). Our program has done a great deal in areas of Interpersonal, Environmental and Cultural development (according to the College Equity plan). We need more resources and also some organizational change to make more progress in achieving equity. Our classes are capped at 50 and since there is no prerequisite many of our students are talking Anthropology as their first class in college. We do wan to request a teaching aid /assistant to provide more individualized support.</p>
Dept - (SSH) California History Program (hybrid)			
Dept - (SSH) Child Development	<p>According to the program review data sheet of 9/2014, the overall success rate for all students averages 80% over a three year period; 80% in 11-12, 76% in 12-13 and 81% in 13-14. For our targeted groups (African-American, Latinos/as &amp; Filipinos/as), the average is 72 ; 73% in 11-12; 66% in 12-13 and 77% in 13-14. In 13-14, deliberate strategies were implemented to improve success rates.</p>	N/A	<p>During the spring and fall of 2015, we reevaluated our direction to support our Department’s English Learners. In collaboration with the ESL Department, we are developing ESL linked courses to offer in 2016-17. Current needs will be evaluated with adult English learners through focus groups this spring.</p>

Assessment Unit	III.B Closing the Student Equity Gap	III.C Plan if Success Rate of Targeted Group(s) is Below 60%	III.D Departmental Equity Planning and Progress
<p>Dept - (SSH) Child Development</p>	<p>The transfer degree began to be offered in Sept of 2013. Three degrees were awarded in 14-15. We are looking forward to reviewing the data after students filed in May/June 2016; a two-year period is the expected time for students to have completed a transfer degree. We continue to offer four general education classes and CD courses linked to ESL support.</p> <p>The faculty is implementing retention strategies: Forming Familias, study groups, one-to-one support, connecting students with support services and implementing pedagogical practices in the classroom to promote success such as active learning teaching activities, multiple intelligences teaching strategies, and project-based approaches. Full-time and adjunct faculty are involved in professional development activities to learn more about how to get students to succeed in/out of the classroom. One of these activities is Conversation-Application &amp; Reflection Project (CAR), a Social Sciences &amp; Humanities Division initiative. Another retention strategy that our department is implementing is Communication, Observation, Relationship and Reflection (CORR). This strategy emphasizes the importance of individualization of counseling, community service-learning, and civic engagement activities. Lastly, field experiences are organized for students to connect subject content with real life experiences.</p> <p>The Child Development and Education Department faculty is committed to engaging in professional development activities to uncover how unconscious bias contributes to our equity gap. Courageous conversations will continue to address educational disparities.</p> <p>High impact strategies like, Conversation-Application &amp; Reflection Project (CAR) and Communication, Observation, Relationship and Reflection (CORR), require a greater number of FT/PT faculty involvement.</p>	<p>N/A</p>	<p>In the spring of 2015, child development students attended an Equity Walk in the Child Development Building. These are the highlights of the student equity walk conducted.</p> <ul style="list-style-type: none"> <li>• Need for spaces for students to gather- spaces to build community; add tables and chairs to grass area between 1 &amp; 2 building as well as the reception area</li> <li>• Provide information about schedules and events in reception area</li> <li>• Consider staffing the reception area with CDE student volunteers or student ambassadors; explore DASB funding for student ambassadors</li> <li>• Address student parking spaces near Child Development</li> <li>• Child Development Building environment and adult student classrooms to have artwork and information relevant to adult students</li> <li>• A concern about security as you enter the reception area, building one, was also shared. Students are wondering about the possibility to request to show student ID or DL when someone enters the building thru the reception area</li> <li>• More customer service oriented building one front area staff (friendly to students; students reported that when they ask questions, staff "seems" bothered by it)</li> </ul> <p>Also, we examined developing a dual enrollment program. The current approach to educating African American, Latinas/os, and Filipina/o students has left many not ready for college, work and what we expect of them as we evolve in this 21st century. Dual enrollment is an opportunity to provide,</p> <ol style="list-style-type: none"> <li>1. an introduction and preparation for college life, expectations and requirements;</li> <li>2. an opportunity to complete high school and college units at the same time;</li> <li>3. a supported transition from high school to college;</li> <li>4. an opportunity to build early childhood education practical skills, improve study skills and academic knowledge;</li> <li>5. motivation to persistent from term to term, completing a sequence of courses which lead to a child development permit;</li> <li>6. increase student confidence and abilities to engage in post-secondary education and the</li> </ol>

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Dept - (SSH) Child Development	<p>According to the program review data sheet of 9/2014, the overall success rate for all students averages 80% over a three year period; 80% in 11-12, 76% in 12-13 and 81% in 13-14. For our targeted groups (African-American, Latinos/as &amp; Filipinos/as), the average is 72 ; 73% in 11-12; 66% in 12-13 and 77% in 13-14. In 13-14, deliberate strategies were implemented to improve success rates. The transfer degree began to be offered in Sept of 2013. Three degrees were awarded in 14-15. We are looking forward to reviewing the data after students filed in May/June 2016; a two-year period is the expected time for students to have completed a transfer degree. We continue to offer four general education classes and CD courses linked to ESL support.</p> <p>The faculty is implementing retention strategies: Forming Familias, study groups, one-to-one support, connecting students with support services and implementing pedagogical practices in the classroom to promote success such as active learning teaching activities, multiple intelligences teaching strategies, and project-based approaches. Full-time and adjunct faculty are involved in professional development activities to learn more about how to get students to succeed in/out of the classroom. One of these activities is Conversation-Application &amp; Reflection Project (CAR), a Social Sciences &amp; Humanities Division initiative. Another retention strategy that our department is implementing is Communication, Observation, Relationship and Reflection (CORR). This strategy emphasizes the importance of individualization of counseling, community service-learning, and civic engagement activities. Lastly, field experiences are organized for students to connect subject content with real life experiences.</p> <p>The Child Development and Education Department faculty is committed to engaging in professional development activities to uncover how unconscious bias contributes to our equity gap. Courageous conversations will continue to address educational disparities.</p> <p>High impact strategies like, Conversation-Application &amp; Reflection Project (CAR) and Communication, Observation, Relationship and Reflection (CORR), require a greater number of FT/PT faculty involvement.</p>	N/A	<p>education and career ladder. This effort will be an “equity tide which will lift all boats”. There are many logistical issues that must be ironed out to make this a plan in action.</p> <p>To further respond to our equity direction, our faculty will be engaged in discussions related to textbook adoptions particularly for course offerings with more than one section. The review of textbooks will be focused on determining how well our selections are aligned to the Department’s Conceptual Framework. We will also be looking at affordable options for students and open educational resources.</p> <p>In 16-17, the department will review the equity plan and receive training on the campus equity framework to infuse in the 2016-17 academic year department's work.</p>

Dept - (SSH) Economics

Success rates for African Americans, Latinos, Filipinos and Pacific Islanders improved significantly whereas their non-success rates dropped.

Our success rate for African Americans is now at a phenomenal 73% compared to the Division and College. On the other hand, the fall in success rates for Native Americans needs to be addressed.

Credit goes to our faculty's outstanding efforts. They have gone above and beyond their regular duties to engage the students through class discussions, giving students relevant examples, using effective class materials and group work and problem sets.

Unfortunately, some faculty members have paid out of their own pocket to pay the teaching assistants and to print the problem sets and other materials. We need adequate college funding so as to avoid this unfortunate burden on our faculty. This could eventually translate into loss of outstanding adjunct faculty.

Part of our equity planning is guided by De Anza theory of action, Intrapersonal development for equity: which focuses on intra, inter, institutional as well as leadership and environmental development. We have connected our strategies to this theory of action in the following ways:

Intrapersonal development for equity: encouraging conversations about possible strategies within the classroom to achieve equity and closing the achievement gap and provide feedback within the department about teaching methods and diverse pedagogies that are currently used and have shown success in achieving more equity. Majority of our department faculty is committed to promoting and working assiduously to achieve equity. At the same time, few instructors do very little to address equity, social justice, and multicultural inclusion. Sometimes, lack of resources in terms of peer mentors in classroom can also act as a major hindrance.

Interpersonal development: Students will participate in a variety of activities, such as group learning and projects, community engagement (service learning), writing reflections and/or research papers, conducting presentations, participating in experiments and classroom discussions. Research papers, presentations and class exams are also directed towards encouraging multicultural identity. Materials covered in class are presented in form of multicultural inclusion such as different countries / perspectives / schools of thought.

Institutional Development: Culturally relevant pedagogies are employed, such as researching or showing video clips of economists of color and their achievements in the field, as well as continued conversations about achieving equity.

Environmental / Cultural Development: The C.A.R. (Conversations, Application and Reflection) project spearheaded by our division, SS&H has played a significant role in promoting awareness and positive attitudes about multiculturalism and equity. Some instructors provide peer support in class (working and collaborating as cohorts, in 'familias'); students are given (and are encouraged to utilize) individual support during office hours; safe and

Dept - (SSH) Economics	<p>Success rates for African Americans, Latinos, Filipinos and Pacific Islanders improved significantly whereas their non-success rates dropped.</p> <p>Our success rate for African Americans is now at a phenomenal 73% compared to the Division and College. On the other hand, the fall in success rates for Native Americans needs to be addressed.</p> <p>Credit goes to our faculty’s outstanding efforts. They have gone above and beyond their regular duties to engage the students through class discussions, giving students relevant examples, using effective class materials and group work and problem sets.</p> <p>Unfortunately, some faculty members have paid out of their own pocket to pay the teaching assistants and to print the problem sets and other materials. We need adequate college funding so as to avoid this unfortunate burden on our faculty. This could eventually translate into loss of outstanding adjunct faculty.</p>		<p>inclusive environment is created in the classroom to ask questions. Here, the responsibility is solely on resources in terms of her time and or money. Based on these initiatives that help center our work on equity, we have seen the following progress: faculty who participate in our program report deeper connections among and raised awareness about the equity imperative among colleagues and a greater sense of identity awareness. At the same time, we would need access to individual faculty data to analyze how these practices &amp; pedagogies are helping us in closing the loop.</p>
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Dept - (SSH) Education			
Dept - (SSH) Geography	<p>The success rate for not-targeted groups stands at 83% in 2014-15, while the overall success rate is 76%, but the success rate for targeted groups is 65% leaving an equity gap of 18% which is the same equity gap as in 2012-13. The non-success rates for the targeted group is 21% while the corresponding rate for not-targeted group is much lower at 7% with the rate for all students being 12%.</p> <p>As we have reported in our previous program reviews, many of our students have had fairly limited encounters with Geography as a part of Social Studies in their K-12 curriculum. The equity gaps reflect not just gaps in content analysis and understanding, but also the level of college readiness such as reading, comprehension, completing writing assignments and taking exams. The Physical Geography class content is often a surprise to students who enroll in the class expecting to learn about countries, capitals and river names, despite the fact that the catalog description emphasizes physical elements such as weather, climate and landforms.</p>	Success rate of Targeted groups is 65%.	<p>The department participates in the Social Sciences and Humanities Division Equity Plan. We have consistently participated in the Conversation, Application and Reflection (C.A.R.) Project in the Social Sciences and Humanities Division where the Division reads an article or book chapters about teaching pedagogies. The following are titles of two of the articles we read in Fall 2014 and Winter 2015. “Breaking the Cycle of Mistrust: Wise Interventions to Provide Critical Feedback Across the Racial Divide” (Fall 2014) and “Why Race?” (Winter 2015). Faculty from each department meet and discuss the readings (Conversation); decide on a teaching practice that would help bridge the equity gap, implement that in the classroom during that quarter (Application); and at the end of the quarter, meet again and discuss our experiences and findings (Reflection).</p>

Assessment Unit	III.B Closing the Student Equity Gap	III.C Plan if Success Rate of Targeted Group(s) is Below 60%	III.D Departmental Equity Planning and Progress
Dept - (SSH) Geography	<ol style="list-style-type: none"> <li>1. Faculty members participate in professional growth and staff development activities about new research in the discipline and teaching pedagogies.</li> <li>2. The department is linked to the Adjunct Skills Program in the Student Tutorial Center and we recruit and work with student tutors who work with small groups of students to improve their learning.</li> <li>3. Faculty continue to collaborate with other departments, programs, and events on campus (including the California History Center, the Euphrat Museum, the Visiting Speaker series and Heritage month events), to expose students to other perspectives and creative expression formats.</li> </ol>	Success rate of Targeted groups is 65%.	The department participates in the Social Sciences and Humanities Division Equity Plan. We have consistently participated in the Conversation, Application and Reflection (C.A.R.) Project in the Social Sciences and Humanities Division where the Division reads an article or book chapters about teaching pedagogies. The following are titles of two of the articles we read in Fall 2014 and Winter 2015. "Breaking the Cycle of Mistrust: Wise Interventions to Provide Critical Feedback Across the Racial Divide" (Fall 2014) and "Why Race?" (Winter 2015). Faculty from each department meet and discuss the readings (Conversation); decide on a teaching practice that would help bridge the equity gap, implement that in the classroom during that quarter (Application); and at the end of the quarter, meet again and discuss our experiences and findings (Reflection).
Dept - (SSH) History	<p>History department success rates for some targeted groups have been improving slightly overall. This includes a 1% increase in the success rate for African American students (from 52% to 53%, between 2012-13 and 2014-15), and a 2% increase in the success rate for Filipino students (from 62% to 64% between 2012-13 and 2014-15). Unfortunately, there was a 1% decrease for Latino/Latina students in history courses during those same years (from 57% to 56%), which paralleled a college-wide decrease of 1% for that same group (although the college-wide success rate for Latinos in 2012-13 was 68%, and in 2014-15 was 67%). Pacific Islander students saw a 6% increase in their success rate (from 56% to 62%, between 2012-13 and 2014-15) in history department courses.</p> <p>However, the numbers above are in contrast to the success rates, overall, for Asian American students (76% in 2014-15, which increased from 73% in 2012-13), as well as the success rates for White students (72% in 2014-15, which increased from 70% in 2012-13).</p> <p>Please see sections below on departmental equity planning and progress and efforts to improve success rates for targeted groups of students in history courses.</p>	In accordance with ACCJC requirements (the accreditation group), and the college's institutional standard for successful course completion at or above 60%, the history department has recently put into place specific equity plans as described in the next section on departmental equity planning and progress.	<p>Although the History department success rates in the past 2 or 3 years for some targeted groups have been improving slightly overall, yet the history department's success rates overall (for both targeted and non-targeted groups) are lower than the success rates for students at the college overall (again, for both targeted and non-targeted groups).</p> <p>---- There are several possible reasons for this, and several possible solutions:</p> <p>POSSIBLE REASONS for Lower Success Rates:</p> <ol style="list-style-type: none"> <li>1. The History department has been required by several U.C. History departments to teach a certain level of writing in all history classes (in contrast to other social science departments at De Anza College, which are NOT facing this requirement and its enforcement through the articulation process). The U.C. History departments are mandating a commitment from De Anza history faculty of 2,500 words total of written work in each class, including a 750 word typed paper. The U.C. expects to see this on all De Anza history syllabi, or our classes will no longer be eligible for transfer to these particular U.C. campuses. It is likely that targeted student</li> </ol>



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Dept - (SSH) History	<p>History department success rates for some targeted groups have been improving slightly overall. This includes a 1% increase in the success rate for African American students (from 52% to 53%, between 2012-13 and 2014-15), and a 2% increase in the success rate for Filipino students (from 62% to 64% between 2012-13 and 2014-15). Unfortunately, there was a 1% decrease for Latino/Latina students in history courses during those same years (from 57% to 56%), which paralleled a college-wide decrease of 1% for that same group (although the college-wide success rate for Latinos in 2012-13 was 68%, and in 2014-15 was 67%). Pacific Islander students saw a 6% increase in their success rate (from 56% to 62%, between 2012-13 and 2014-15) in history department courses.</p> <p>However, the numbers above are in contrast to the success rates, overall, for Asian American students (76% in 2014-15, which increased from 73% in 2012-13), as well as the success rates for White students (72% in 2014-15, which increased from 70% in 2012-13).</p> <p>Please see sections below on departmental equity planning and progress and efforts to improve success rates for targeted groups of students in history courses.</p>	<p>In accordance with ACCJC requirements (the accreditation group), and the college's institutional standard for successful course completion at or above 60%, the history department has recently put into place specific equity plans as described in the next section on departmental equity planning and progress.</p>	<p>populations have a more difficult time meeting this U.C. writing requirement in our classes due to less than adequate preparation in high school. They not only withdraw from our classes at higher rates, but also do not do as well in skills and come to us less prepared than other students.</p> <ol style="list-style-type: none"> <li>2. The above situation is true at a time when De Anza does not have adequate student resources for tutorial services, or adequate computer and printing resources for students who do NOT have computers or printers at home for typing and printing papers.</li> <li>3. The lower success rates for targeted groups of students also possibly exist because history, along with other social science courses, does NOT have any pre-requisites in terms of reading and/or writing classes, so students can enroll in transfer-level history courses, or any other transfer-level social science courses at De Anza, without being able to read and write at the college level. Students are often unaware of the "advisory" in the course catalog that they should be eligible to enroll in EWRT 1A (college-level writing) (or ESL 5, the equivalent), before they enroll in history and/or other social science courses. Since the "advisory" is not enforceable through the registration process, unfortunately, the "advisory" is often not completely clear to students who may be first-generation college students. In contrast to the situation in history and the social sciences, students are NOT allowed to enroll in college-level English writing courses, such as EWRT 1A or ESL 5, unless they have already passed their remedial reading and writing courses at De Anza or elsewhere, and/or they have received clearance to enroll in EWRT 1A or ESL 5 through a placement test. If reading and writing pre-requisites were established in history and social science courses, it is possible that success rates for targeted student groups would also rise.</li> <li>4. Lower success rates are also affected by class size and facilities, for example, the fact that many of our classrooms are geared for loads for lecturing and not for teaching skills like writing, which faculty now have to do as well as teach history. Smaller class</li> </ol>

Assessment Unit	III.B Closing the Student Equity Gap	III.C Plan if Success Rate of Targeted Group(s) is Below 60%	III.D Departmental Equity Planning and Progress
Dept - (SSH) History	<p>History department success rates for some targeted groups have been improving slightly overall. This includes a 1% increase in the success rate for African American students (from 52% to 53%, between 2012-13 and 2014-15), and a 2% increase in the success rate for Filipino students (from 62% to 64% between 2012-13 and 2014-15). Unfortunately, there was a 1% decrease for Latino/Latina students in history courses during those same years (from 57% to 56%), which paralleled a college-wide decrease of 1% for that same group (although the college-wide success rate for Latinos in 2012-13 was 68%, and in 2014-15 was 67%). Pacific Islander students saw a 6% increase in their success rate (from 56% to 62%, between 2012-13 and 2014-15) in history department courses.</p> <p>However, the numbers above are in contrast to the success rates, overall, for Asian American students (76% in 2014-15, which increased from 73% in 2012-13), as well as the success rates for White students (72% in 2014-15, which increased from 70% in 2012-13).</p> <p>Please see sections below on departmental equity planning and progress and efforts to improve success rates for targeted groups of students in history courses.</p>	<p>In accordance with ACCJC requirements (the accreditation group), and the college's institutional standard for successful course completion at or above 60%, the history department has recently put into place specific equity plans as described in the next section on departmental equity planning and progress.</p>	<p>loads would help, as currently class size (load) for a single history class is set at 50 students, which is too large to try to provide individual attention to each student, particularly in regards to writing requirements mandated by the UC, and thus the large class size of 50 makes it difficult to reach our equity goals for targeted groups of students. In contrast, Math class size/load is often set at 40 students, or less, and English writing class size/load is often set at 30 students, or less. In addition, at some other community colleges, history class size/load is set between 40 and 45 students. Furthermore, the history department offers distance learning classes, and it is possible that targeted groups need more personal attention which they may not get in an on-line environment.</p> <p>POSSIBLE SOLUTIONS for Improving Success Rates:</p> <p>----- The History Department in 2014-15 and 2015-16, led by 3 new co-chairs, included the following projects in their specific approach to departmental equity planning (in addition to the suggestions already stated above, including the proposal that class size/load be reduced):</p> <ol style="list-style-type: none"> <li>1. The part-time (adjunct) faculty employment description was changed and updated on the FHDA district website in Fall 2015 to attract more diverse faculty applicants in the future, who could serve as good role models for targeted populations of students.</li> <li>2. Using B-budget funds, the history department purchased diversity posters -- illustrating famous diverse role models in history -- to place in history classrooms, in an effort to create a more inclusive learning environment for targeted groups of students, and to increase awareness overall of diverse peoples' contributions to history, from U.S. history to world history and other fields.</li> <li>3. C.A.R. (Conversation, Application, Reflection) discussions and applications were used to apply equity strategies in the classroom to help targeted</li> </ol>

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Dept - (SSH) Humanities	<p>The Humanities department is committed to student equity. Over time, we have seen a consistent pattern in increase of overall enrollment but minor/unsatisfactory</p>	<p>Targeted ethnic groups overall success rates hover around 64%, representing an overall equity gap of 18%. African American student success in Humanities</p>	<p>Please see III.B and III.C above.</p>

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Dept - (SSH) Humanities	<p>change in our success metrics. Gains in a given year might be followed by a partial slip in the next and then a recovery to the original numbers in the year that follows. It is difficult to discern whether the tendencies we see in our own numbers are based on what is happening in our classroom or outside our classroom. We are having a difficult time discerning whether the Humanities program's efforts at engaging multicultural content, utilizing multicultural pedagogical techniques, and honoring multiple-intelligences and learning styles are affecting our metrics. It must be noted here that information regarding growing economic constraints on targeted student populations would assist in evaluation of our pedagogical practices. It is possible that the Humanities program must reassess the relationship between basic skills and content while maintaining high standards and high expectations in the classroom. Differential preparedness between student populations presents a challenge that we must develop skills to meet. It seems clear that Humanities courses must assist students in building the basic skills they need for success in our classrooms and beyond. During the 2013/14 school year, a number of Humanities faculty piloted student-centered experiential projects in our introductory course as part of the Teagle grant that engaged students in social and environmental issues. This Spring 2016, we are excited that our Creative Minds course will become one of the first courses at the college to fulfill the new Civic Engagement and Environmental Sustainability GE requirement and that our commitment to student empowerment for change will encourage success and retention for all students, and particularly for students in targeted populations. In addition, the Humanities department is at the forefront of a division wide push to engage faculty in a discussion about pedagogies of engagement that have successfully worked to improve targeted student success in their classrooms. The most recent project has focused on raising student awareness of role models in the Humanities that are representative of the diversities present in our targeted</p>	<p>courses for 2014/15 was 52%, which is significantly under the 60% threshold. This ethnic group remains our most persistently non-successful student population. This said, we have been successful in attracting significant increases in enrollment by African American students and have seen decrease in non-success rates due to higher withdrawal rates. We are hopeful that the implementation of concerted strategies by Humanities faculty to utilize pedagogies of engagement in their classrooms will help us retain and increase success rates for African Ancestry students.</p> <p>Please also see III.B (above) for a description of our department's current equity efforts. In particular, the inclusion of African Ancestry scholars, authors, artists and role models can serve to further reinforce high expectations for African Ancestry students and communicate faculty's belief in their students' capacity for success.</p>	Please see III.B and III.C above.
Dept - (SSH) Paralegal Studies	<p>The success rate for targeted groups has remained constant at 78% for the past three year reporting period. We noted in our past program reviews that the greatest challenge or students faced was deficiencies in Basic English skills. This deficiency certainly continues but it has</p>	<p>The only targeted group success rate that is below 60% is the rate for African Americans. The department has participated with the Division's CAR process and we will continue to do so. The Director of the program plans to communicate with all instructors and make</p>	<p>There was no stated departmental Equity Plan in the 2014-15 Program Review due to the fact that the overall success rates and the success rates for individual targeted groups was above 60% rate.</p>

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Dept - (SSH) Paralegal Studies	now been joined with a lack of the ability to follow instructions and/or pay attention. We continue to try and engage in early intervention and instructors have increased their office hour availability to better connect with students.	them aware that our success rate for African Americans is unacceptable. It will be directed that we must each of us pay close attention to the African American students within our classes and invite them to meet with us to attempt to improve their performance n the class where this is necessary.	There was no stated departmental Equity Plan in the 2014-15 Program Review due to the fact that the overall success rates nd the success rates for individual targeted groups was above 60% rate.
Dept - (SSH) Philosophy	We had previously sought to address achievement gaps by taking a closer look at the organization of our course offerings. We have begun this process, but as mentioned above expect further revisions to our curriculum as we pursue ADT status. We continue to participate actively in our division’s C.A.R. project, which aims specifically at facilitating experiments to address achievement gaps. Our experiments, including student surveys and a few pedagogical ‘tricks’, do not yet seem to correspond to dramatic changes. We anticipate challenges		The philosophy department understands that we are to do more than close ‘achievement gaps’, and hopes to embrace the Office of Equity’s language of constructing/employing ‘lenses’ that culminate and fair opportunities for all students. To this end, we have re-introduced our ‘Women and Philosophy’ course into our regular offerings, and have held several interesting conversations (documented via our participation in the Social Science and Humanities division’s “Conversation, Application and Reflection” program) encouraging faculty to consider whether (and how) course content engages with all of our students. Tracking achievement of this is daunting, however.
Dept - (SSH) Political Science	<p>Although overall student success rates improved steadily in the last three years from 67% (2012-13) to 72% (2014-15), we need to do more to reduce the student equity gap, which went from 13% (2012-13), to 11% (2013-14), to 12% (2014-15). To put this into context, our 12% equity gap (2014-15) is smaller than that of the Social Science and Humanities division (15%, 2014-15) and equal to that of the College (12%, 2014-15).</p> <p>Looking at the success rates of various targeted populations suggests we’ve made real strides in advancing success rates for Filipinos and Latino/a/s, but need to do more to improve success rates for African Americans. Success rates for African Americans declined from 64% (2012-13) to 61% (2014-15), while success rates for Filipinos increased from 59% (2012-13) to 72% (2014-2015), and success rates for Latino/a/s increased from 58% (2012-13) to 64% (2014-15).</p>		We’ve made progress in improving overall success rates and reducing the equity gap. We contribute to the division’s equity programming and planning, and actively participate in the CAR project. We host annual equity retreats aimed at analyzing individual data and sharing best practices. We institutionalized the familia peer-mentoring model; developed a civic engagement survey and drop survey; and created a more intentional civic engagement framework. We intend to better tailor civic engagement placements to student interests/needs; to formalize the scheduling of civic engagement projects; and work more closely with civic engagement partners.
Dept - (SSH) Psychology	Equity gap is decreasing for 3 out of 5 targeted groups and has widened for the African American student group. The average equity gap is 13%. Filipino declines in success are likely within the margin of error.	The most notable and successful strategy for improving success will continue to be study groups and tutorial services. I have in class tutors and I have instituted instructor directed pre-exam study sessions. This plan will continue to be employed for all groups but outreach for African Americans will be increased by using early alert.	

Dept - (SSH) Social Science			
Dept - (SSH) Sociology	<p>In the 2013 Comprehensive Program Review, the department made a commitment to maintaining diversity in our faculty and continued professional development in the areas of student equity and multicultural curriculum. We have maintained faculty diversity since then. We have also continued that professional development. Faculty members in sociology have continued to participate in our cohort programs that serve targeted students, such as FYE, PUENTE and the Sankofa program. In addition, faculty in sociology have been Co-Chairs of the DARE taskforce to better meet the needs of our most vulnerable students. Through DARE work, the faculty have also been involved in professional development geared toward targeted groups in developmental courses.</p>		<p>Our department had a high rate of participation in our department for the C.A.R. activities and assessment, which is centered around issues that contribute to the equity gap and ways to improve teaching and content to address equity shortcomings. Our faculty have continued to be involved in staff development focused on developmental and targeted groups. In addition, Steve Nava one of our adjunct instructors has been working closely with the equity office and has helped to lead the equity effort within our department.</p>