STUDENT EQUITY REPORT EXECUTIVE SUMMARY

The De Anza College community has demonstrated a commitment to achieving student equity for well over a decade. We understand that equity is not simply about the numbers or closing the racial achievement gap but that equity comes from meeting the unique needs of each student through individualized instruction; a welcoming and supportive environment; a sense of value and connectedness; and culturally responsive policies and practices (Bensimon, 2011; Schiarring & Purnell, 2012). In order to achieve equality in outcomes, we must first engage in the praxis of equity; Thus, equity scholars argue that equity in practice results in equality of outcomes (Bauman et al, 2005; Bensimon, 2011; Kranich, 2001; and Linton, 2011).

Historically De Anza, like most institutions within the academy, have focused on student success—or closing the achievement gap by focusing on students according to race, gender, and at times socioeconomic status as it relates only to instructional practices and student developmental programs. However, we now know that our efforts must shift in the direction of equity, which requires that instructors and the institution-at-large, must examine instructional practices as well as structural barriers to student success (Bensimon, 2011; Singleton & Linton, 2006). To this end, closing the racial achievement gap is one measure of institutional equity. It requires not only that we coach students on how best to do their part, but that instructors teach in culturally responsive ways (so that all students can be successful) and that our institution enhances systems that are welcoming and just.

With this understanding in mind, in 2012 the Office of Diversity was reconstituted and took on more intentionally the depth and breadth of equity and social justice work. The Office of Diversity is now titled, the Office of Equity, Social Justice, and Multicultural Education. This shifted our focus from addressing student achievement from a cultural diversity or cultural deficiency cognitive frame to a more holistic and institutional equity cognitive frame, as proposed by Bensimon, et al. (2005). This resulted in revamping our equity planning process, which now includes a critical distinction between our student success equity planning and institutional analysis and transformation planning process. This work addresses, and is supported by, the Student Success and Support Program (SSSP) and Student Equity Crosswalk document, which asks through institutional prompts, how we are working to address institutional accountability and structural changes. In short, De Anza College is committed to examining equity issues institution-wide with targeted-approaches based on identified critical need areas. Thus, we distinguish between these college-wide divisional planning initiatives as follows:

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<tr>
<th>Divisional Equity Plans</th>
<th>Student Success Equity Plans</th>
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<tr>
<td>A Divisional Equity Plan is a strategic response to institutional barriers through organizational cultural transformation. The initiative looks at the internal and external needs of the department or division in the areas of equity, social justice, diversity, and multicultural education and responds with a strategically aligned approach. Initiatives should have a short and long-term focus, as well as very specific goals and objectives. It should also be easily measurable and tied to the college’s overall mission and institutional core competencies. In terms of implementing the initiative, the entire division or department should be held accountable for implementation and the overall success.</td>
<td>The Student Success Equity Plan is intended to help guide our student engagement and pedagogical praxis as well as aid us in working together toward this common goal. It should be strategically aligned with the division or department’s broader equity plan and updated annually. This report will serve as a critical lens for assessing successes and reporting data in the annual program review.</td>
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*Detailed below.*
In the college’s Educational Master Planning documents (De Anza 2005: Pathways to Excellence, 1999 as well as Where We Have Been Where We are Going, 2010) Student Equity has clearly been articulated as a critical goal. It was first put forward in 2005 that the college should aim to improve the student success rates of all ethnic, gender, and disability groups for all major indicators of student outcomes so that they will be comparably high with no more than a 5% variance between each group. And that division and departments would guide these efforts through plans to achieve student equity. In response to this goal the De Anza 2005: Pathways to Student Equity document was developed and approved by the participatory governance groups as the Master Plan for the campus’ student equity initiative. This document reiterates the goal to narrow the achievement gap of all student groups to within a 5% variance. It established a five-point student equity model that represents the areas to be addressed. That continued to shape our college planning and equity goals for 2010-2015, which was again reflected in our Educational Master Plan.

The issues of Access, Retention, Persistence, Course Completion and Transfer are the focus of the student equity initiative. Today, in each Instructional Division and in the Student Services areas, through the development of both one-year Student Equity Plans and a five-year Divisional Equity Plans, goals and objectives are established to address issues of student success. The Five Point Model is utilized as a lens through which administrators, faculty, staff and students might consistently view their progress towards achieving Department/Division student and institutional equity goals. The Five Point Model is as follows:

- **Research** – To identify general and discipline-specific programs, courses and best practices which show a high degree of success with groups of students currently underachieving and under-served by the institution;
- **Curriculum Development** – Develop curriculum, pedagogy (instructional strategies, etc.) and student services evaluation (assessment of need, impact, quality of service);
- **Professional Development**
- **Evaluation of curriculum and pedagogy using multiple assessment methods**;
- **Longitudinal Studies of identified cohorts of students prior to and beyond their De Anza experience**.

Given our current commitment to the Goals of Student Equity as articulated by Title V regulations, in Section I of the De Anza Student Equity Plan document we will address the following items:

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<tr>
<th>Target Groups</th>
<th>Goals</th>
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<th>Resources</th>
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<tbody>
<tr>
<td><strong>Target Groups:</strong></td>
<td><strong>A. Student Success Indicator For Access</strong></td>
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Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

B. **Student Success Indicator For Course Completion**
Consider the ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

C. **Student Success Indicator For ESL and Basic Skills**
Consider the ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

D. **Student Success Indicator For Degree and Certificate Completion and Transfer**
Consider the ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal. In addition,

E. **Student Success Indicator For Transfer**
Consider the ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

F. **All Student Success Indicators: Our Additional Campus Commitment**
To engage faculty and classified professionals in developing and implementing strategies and ‘Best Practices’ that will positively impact the college environment, achievement and learning outcomes of those student groups that have been identified as our target populations.

**Campus-wide Equity Planning Activities:**

1.0 **Research and Identification of Successful Programs**

1.1 Identify courses, programs, and interventions that currently exist in departments and divisions which have increased the success rates of the student populations identified by the colleges’ student equity plan.

1.2 Identify and research ways to replicate the core components (effective practices) utilized by successful programs such as Extended Opportunities Programs and Services (EOP&S), First Year Experience (FYE), Initiatives to Maximize Positive Academic Achievement and Cultural Thriving of Asian American and Pacific Islander students at De Anza College (IMPACT AAPI), Latina/o Empowerment at De Anza (LEAD), Learning in Communities (LinC), Math Performance and Success (MPS), Occupational Training Institute (OTI), Puente, and Sankofa that demonstrate increased academic success and student equity for those student populations that have historically been underserved by the college.
2.0 Curriculum

2.1 Review all current one-year and five-year division/department student equity plans to assess the need for curriculum revision and development.

2.2 Assist divisions with the development of an equity core team (groups guiding and facilitating divisional equity work) or that can help with curriculum review and development and coaching around equity content and pedagogies.

2.3 Assist departments and divisions in rewriting and developing curriculum to insure that all courses utilize curricula that reflect multicultural and global perspectives.

2.4 Assist departments and divisions in developing new or enhancing existing curriculum, which will be foundational to discipline related civic capacity for equity and social justice initiatives. Such initiatives will serve to more effectively link the academic experience with the communities of origin of the student populations identified as experiencing greater than a five percent (5%) achievement gap. These initiatives will also encourage and empower students with skills to engage in leadership on campus around issues of inequity and closing the racial achievement gap.

2.5 Examine and assess the extent to which existing curricula address the variety of learning styles and levels of English Language proficiency that is represented by the populations targeted by the college’s and department/division student equity plans.

2.6 Assess the effectiveness of the curriculum and pedagogies utilized in basic skills language arts and mathematics courses in enabling basic skills course takers, within the target populations, to move into college level courses.

3.0 Student Support Services

3.1 Review one-year and five-year student services department/division equity plans to determine and assess how the plans address the target populations designated by the college’s student equity plan. Where necessary, update existing goals, objectives and activities.

3.2 Develop profiles of the students who currently access services and determine which populations are not accessing services.

3.3 Develop intervention strategies that will increase the access to support services by the designated student populations as defined in the college’s student equity plan. Intervention strategies will include technology enhanced student support services.

3.4 Assess and determine what types of cross-cultural skills and abilities are required for personnel who deliver services to the target populations designated by the college’s student equity plan.
3.5 Determine culturally responsive practices and core strategies utilized in services delivery that successfully address the needs of the identified target populations designated by the college’s student equity plan.

3.6 Identify those factors which serve as barriers to accessing support services that may have a negative impact on achieving the college’s student equity goals, e.g. long lines and extended waiting periods to access services, including Financial Aid, Academic Advising, and Counseling.

3.7 Develop strategies to address barriers to accessing culturally responsive support services.

3.8 Assess and determine effective environmental strategies within the physical spaces utilized as service delivery sites. Explore how those environments reflect nurturing and supportive environments geared toward the targeted student populations’ culture, language, gender and physical abilities.

4.0 Professional Development

4.1 Review division/department one-year and five-year student equity plans to determine professional development needs as they relate to working with the identified student populations targeted by the college’s student equity plan.

4.2 Provide professional development opportunities that are discipline specific and that address issues of student access, retention and success.

4.3 Provide specific professional development and training that focuses on the development of cultural humility praxis, application of equity pedagogies, and the development of curriculum that encompasses multicultural and global perspectives.

4.4 Provide training and professional development, for departments/divisions, on the application and utilization of culturally inclusive assessment measures for student equity plan goals and objectives.

4.5 Provide professional development to equity core teams (groups guiding and facilitating divisional equity work) on how to build understanding of the racial achievement gap, best practices in creating equity-minded environments, how to have courageous conversations on institutional barriers, and equity pedagogies.

4.6 Provide professional development opportunities for classified professionals, administrators’, and department chairs on topics such as creating a welcoming environment, leading by example, coaching for equity, and support student success in every role.

5.0 Evaluation and Assessment
5.1 Work with the college’s Office of Institutional Research to develop a research template that systematically will be utilized to assess our progress towards meeting the campus’ student equity plan goals.

5.2 Provide department/divisions with appropriate resources and information to assist in the evaluation and assessment of discipline specific student equity plan goals and objectives as reflected in the One Year and Five Year plans.

5.3 Work with the college’s Office of Institutional Research to assist departments/divisions in conducting a longitudinal cohort study to track the success student participants.

5.4 Work with the college’s Equity Action Council and district subcommittee on our bi-annual equity climate survey for students, faculty, classified professionals, and administrators.

**Resources**

**Fiscal Support:**

The fiscal support for the Student Equity Plan will be provided by existing funds from a variety of sources within the institution. Currently the equity work that has been done to date has been supported by the Office of Instruction budget, state and federal grants, and De Anza Student Body funds. Also, the campus has one FTE budgeted for the Faculty Director of the Office of Equity, Social Justice, and Multicultural Education. In light of our campus’ reduction of force and operational budgets due to the State fiscal crisis, future sources of funding for the development and implementation of this plan will require additional staffing for resource and capacity building.

**People Support:**

One of our greatest resources is the people who work at De Anza and are deeply committed to issues of equity and social justice. To capitalize on this resource, and critical to our theory of change, is the empowerment of leadership opportunities for our equity advocates to help guide their individual departments and divisions. To this end, individuals are recruited and provide training and coaching support to engage in various activities such as hiring committees, equity core teams, and equity liaisons. These are all important roles to developing and deepening our equity initiatives through creating shared language, meaningful discourse around an equity cognitive frame, facilitating courageous conversations, and providing opportunities for critical self-reflection and skills enhancement.

**Strategic Initiatives:**

There are a number of strategic initiatives guiding our equity work at De Anza: Outreach, Cultural Competence, Individualized Attention to Students, Retention, and Success, and Community Collaborations (see [https://www.deanza.edu/strategicplan/](https://www.deanza.edu/strategicplan/)). Campus activities include but are not limited to climate survey culture assessments, annual equity and program reviews, equity strategic planning, democracy and civic capacity for social justice, learning communities, and basic skills enhancement. These many strategic initiatives create a web of support systems that enhance student success and guide faculty toward our
shared goals of equity and a social justice education institution. We see our strategic initiatives as critical resources for moving our equity agenda forward.

Following, our report will further highlight these goals and activities identified above as well as those specifically identified by the state as a measure of our equity progress. All of our activities fully address and integrated, per the recommend crosswalk, both institutional-wide and SSSP related initiatives. Activity outcomes reflect the combined efforts of these institutional and SSSP efforts. As you will see, all of our efforts are guided by our theory of change; college vision, mission and values; and more importantly, are passionate commitment to equity and social justice.

**Contact Person**

Dr. Veronica A. K. Neal, Director  
Office of Equity, Social Justice, and Multicultural Education  
De Anza College  
21250 Stevens Creek Blvd.  
Cupertino, California, 95014  
Phone: (408) 864-5338  
Email: nealveronica@deanza.edu