

De Anza College
Student Equity Plan

December 18, 2015

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DE ANZA COLLEGE STUDENT EQUITY PLAN

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De Anza College

Student Equity Plan Signature Page

District: _____ **Board of Trustees Approval Date:** _____

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature]

[College President Name] Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

[Signature]

[College Chief Business Officer Name] Email

[Signature]

[District Chief Business Officer¹] Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]

[Chief Student Services Officer Name] Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature]

[Chief Instructional Officer Name] Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]

[Academic Senate President Name] Email

¹ If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer needs to sign.

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature]

[Classified Senate President Name]

Email

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

[Signature]

[Associated Student Body President Name]

Email

[Signature]

[Student Equity Coordinator/Contact]

Email

Phone

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Executive Summary

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EXECUTIVE SUMMARY

De Anza College's Equity Framework

In De Anza's Educational Master Planning documents over the past decade, it was formally established in 2005 that our college will aim to improve student success rates so they will be comparably high for all racial, ethnic, gender and disability groups, with no more than a 5% variance in major indicators between each group. Divisions and departments would guide these efforts through plans to achieve student equity. In response to this goal, the *Pathways to Student Equity (2005)* document was developed and approved by the shared governance groups as the master plan for our college's student equity initiative. This call to action continued to shape college planning and equity goals and was reflected in the *Where We Have Been, Where We Are Going (2010-2015)* master plan. Today, in *An Equity Framework (2015-2020)*, we continue this deep commitment to equity by focusing on student success for all and building a holistic campus culture that reflects the values of equity for employees as well. To this end, we have developed an equity-planning conceptual framework for our campus to guide our planning processes. It is our commitment to ensure that equity principles are embedded throughout our decision-making processes, organizational-sociocultural development, pedagogy, and leadership strategies. We also used this conceptual framework and accompanying theory of action to guide the organization of our Student Equity Plan.

Equity-Planning Conceptual Framework

A conceptual framework provides a narrative and visual representation of how theories, values, and beliefs link together to create a coherent approach to a problem or goal. Our goal is educational-student and institutionalized equity, and we have adopted the following definitions of equity from Linton's research on student equity²:

- **Educational-Student Equity:** Educators provide *all* students with the individual support they need to reach and exceed a common standard (Linton, 2011; p.39).
- **Institutionalized Equity:** Educational policies, processes, and practice that guarantee educators provide *all* students with the individual support they need to reach and exceed a common standard or expectation (Linton, 2011; p. 87).

In working to achieve educational-student and institutionalized equity, we understand that we must fully unpack and embrace the breadth and depth of what engenders personal, student, and institutional equity. We maintain that equitizing an institution is contingent on the local-social-cultural-political environment and thus, each conceptual-framework designed for realizing equity should reflect those realities. Accordingly, we linked five knowledge areas³ and praxis to help shape and uphold our path toward equity. These components illustrate the knowledge, skills, and abilities required for the praxis of equity. Equity is a process that leads to equality in outcomes, and it is rooted in fairness, full inclusion or justice.⁴

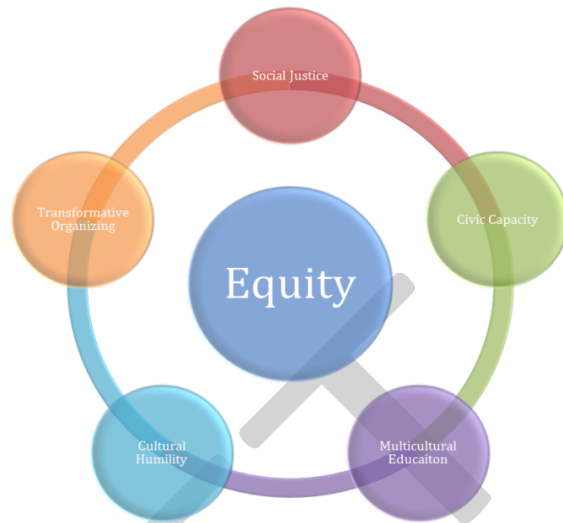
² Linton, C.W. (2011), *The Equity Framework*, 49, 52.

³ Refer to appendix for terms and definitions.

⁴ Hidden Curriculum. (2014, August 26). In S. Abbott (Ed.). *The Glossary of Education Reform*. Retrieved from <http://edglossary.org/hidden-curriculum>

To ensure that our college culture reflects equity-based practices, our college re-established an Equity Office to engage in the study and integration of equity principles. We build on the concept of equity to enliven our commitment and leverage our values, mission, and core competencies. Consequently, our college planning framework integrates the principles of cultural humility, civic capacity, transformative organizing, social justice, and multicultural education as a means for achieving and sustaining a culture of student success and institutional equity.

Figure 1.0: Equity Process



At De Anza, we have created linkages between these five concepts—thus, expanding the equity discourse as solely connected to student success—to create a vortex for individual and institutional change. We are working to create an institution that reflects a deep commitment to upholding the dignity and humanity of every student and employee. We seek to reinforce this commitment through our policies, procedures, and our strategic planning initiatives. We are committed to creating a welcoming cultural and pedagogical approach that reflects these deeply held values and principles as well as inspiring students to engage as leaders and agents of change within the campus community. Lastly, we seek to have our interpersonal behaviors, programs, and services reflect our commitment to this conceptual framework.

Theory of Action

A Theory of Action illustrates assumptions about why an approach has been adopted or how various dimensions work together to produce a desired change. Figure 2.0, visually reflects a summation of how our conceptual framework put into action results in student and institutional equity.

Figure 2.0: Student Equity Theory of Action



Connecting Praxis to Our Target Populations and Equity Indicators

The following information is guided by and grounded in the conceptual framework and theory of action detailed above. Although we aim to address in this report the requested indicators and populations we also recognize and work to address all equity gaps that our students,

faculty, and staff experience throughout the institution. We understand that inequities persist throughout the institution and for student to excel, those who are in service to those students, must also experience an equitized workplace and environment that works for all. Moreover, we are sensitive to the importance of readdressing power and applying an intersectional lens to our target populations. To this end, we also have taken into consideration issues facing our undocumented students and LGBTQI student communities and their experiences across the identified target groups. We hope that future iterations of the State equity reporting process will directly call attention to these communities as well.

The issues of access, retention, persistence, course completion, and transfer are the focus of the student equity initiative. Today, in each instructional division and student services area, through the development of one-year Student Equity Plans and five-year Divisional Equity Plans, goals and objectives are established to address issues of student success. Historically, we have worked to apply an internal five-point model, which administrators, faculty, staff, and students can consistently view their progress toward achieving department/division student and institutional equity goals. That five-point plan included research, evaluation of curriculum and pedagogy, professional development, and longitudinal student analysis. This model has been deeply embedded into our campus culture and now expanded to reflect our attention to equitizing programs, policies, leadership praxis, and high impact practices that address the states identified indicators

Per the requirements of the State Student Equity Planning guide, in the following section we provide a brief summary of what is detailed in our Student Equity Plan.

2015-16 Student Equity Plan Overview

Target Groups

In table 1.0, we summarize our campus-based research findings, highlighting target populations that exhibit negative percentage point gaps of at least -3.0. Our college institutional goal is to improve student success rates with no more than a 5% variance in major indicators between each group. Additionally, we chose to include four incidences where the percentage point gap is at least -3.0, which is the cutoff designated by the State Chancellor's Office as evidence of disproportionate impact. Among our target populations, the students groups who exhibit disproportionate impact are categorized as follows:

- **Primary:** African American, Latino/a, and foster youth students demonstrate achievement gaps in course completion, two-term academic probation, ESL and basic skills completion, and transfer.
- **Secondary:** Age 24 to 35, disabled, and low-income students demonstrate disproportionate impact in basic skills completion and transfer.

Student Equity Indicators		Table 1.0: Target Populations with Achievement Gaps of At Least-3.0, 2014									
		Age 18-24	Age 25-34	Male	African American	Filipino	Latino/a	Low Income	Disabled	Foster Youth	Veterans
A	Access Enrollment								-5.1		
A	Financial Aid Application										
A	Financial Aid Award										
B	Course Completion				-14.7		-9.3	-7.3		-14.1	
B	Two-Term Academic Probation				-8.6		-6.6	-2.9		-6.8	
C	ESL Completion		-15.1		-22.7		-22.3				
C	Basic Skills English Completion		-12.8		-6.7		-9.2	-3.0	-12.2	-26.7	
C	Basic Skills Math Completion		-8.0		-9.5		-8.9			-27.9	
D	Degree Completion		-3.0	-3.2					-6.4		
D	Certificate Completion										
E	Transfer	-4.5	-31.2		-4.7	-13.1	-20.2	-6.4	-25.7	-24.7	-14.3

Goals

The overarching goal of our Student Equity Plan is to increase success rates among the student groups identified in our college research as experiencing a disproportionate impact. Listed below, we define our student equity goals and expected outcomes to be achieved by 2020. For more details, refer to the *Goals, Activities, Funding, and Evaluation* sections of this report.

A. Access-Enrollment: While our outreach events have been inclusive and broadly targets prospective students based on race/ethnicity and gender, our campus-based research indicates we need to shift some of our outreach messaging and content to better inform and attract special student groups, particularly disabled students, to De Anza. Our goal is to reduce their gap (currently -5.1) to -2.5 by 2020.

B. Course Completion: We want to reduce the course completion gaps of disproportionately impacted student groups by 1- to 2-percentage points by 2020.

- African American: reduce gap from -14.7 to -12.7, or an additional 43 completions
- Foster Youth: reduce gap from -14.1 to -12.1, or an additional 7 completions
- Latino/a: reduce gap from -9.3 to -8.1, or an additional 157 completions
- Low Income: reduce gap from -7.3 to -6.3, or an additional 91 completions

B. Two-Term Academic Probation: We want to reduce the two-term academic probation gaps of disproportionately impacted student groups by 1- to 2-percentage points by 2020.

- African American: reduce gap from -8.6 to -6.6, or 21 *fewer* students
- Foster Youth: reduce gap from -6.8 to -4.8, or 3 *fewer* students
- Latino/a: reduce gap from -6.6 to -5.6, or 60 *fewer* students
- Low Income: reduce gap from -2.9 to -1.9, or 44 *fewer* students

C. ESL Completion: We want more African American, Latino/a, and 25 to 34-year old students to complete ESL. We want to achieve by 2020, 5 additional completions to close the achievement gap for African American students; 7 additional completions so as to reduce the gap from -22.3 to -11.2 for Latino/a students; and 10 additional completions to lower the gap from -15.1 to -10.1 for students age 25 to 34.

C. Basic Skills English Completion: We want to achieve additional completions, denoted in parenthesis, from the following student groups by 2020: Latino/a (13), age 25 to 34 (9), low income (8), foster youth (8), African American (7), and disabled (7).

C. Basic Skills Math Completion: We want to achieve additional completions, denoted in parenthesis, from the following student groups by 2020: Latino/a (18), age 25 to 34 (9), African American (7), and foster youth (7).

D. Degree Completion: We expect to reduce our degree completion gaps by 33%, or 22 additional completions, for male students and by 100% (no gap) for disabled students and students age 25 to 34 (9 and 3 additional completions, respectively).

D. Certificate Completion: Our research did not uncover any target populations that is disproportionately impacted. Nonetheless, our goal is to stay the course, and continue our efforts to help students earn certificates.

E. Transfer: We expect to reduce our transfer completion gaps by 33% for 18 to 34-year olds, Latino/a, Filipino, low income, and disabled students (39, 38, 9, 35, and 11, respectively), and by 100% (no gap) for African American, foster youth, and veterans (7, 8, and 4, respectively).

Actions to Achieve Our Goals

Activities Planning Approach

The activities in De Anza's Student Equity Plan are based on a theoretical approach called, Validation Theory.⁵ This strong theory encompasses the need to have culturally relevant and supportive elements in academic programs, student services, and co-curricular programs to further the success of low-income, students of color. Our activities are based on the intentional, proactive affirmation of African American Filipino, Latino/a, Low-Income, Disabled, Foster

⁵ Rendón Linares, L.I., & Muñoz, S.M. (2012). Revisiting Validation Theory: Theoretical Foundations, Applications and Extensions. *Enrollment Management Journal*, 5(2), 12-33.

Youth, and Veteran students by in-and out-of-class agents (i.e., faculty, student peers, students' services staff, family, community and business mentors) with the goal of (a) validating students as creators of knowledge and as valuable members of the college and (b) foster personal development and social adjustment.

Activities

In addition to the framework or theoretical underpinning outlined above, activities identified are supported by the Association of American Colleges and Universities High Impact Practices (HIP) research and recommendations. Moreover, we are employing The RP Group's research of the six student success factors presented in their report, Student Success (Re)defined,⁶ to infuse activities and programs that direct, focus, nurture, engage, connect, and help students feel valued at De Anza. Throughout our Student Equity Plan, we detail a number of activities and related programs that work together to help close the achievement gaps for our identified target student groups. Here, we highlight a few key activity and program areas.

Outreach and Communication: In our partnerships with local high schools and at our outreach events, we will emphasize our student services so that *prospective students are aware and fully understand the available student services and support they are entitled to* and will receive from our foster youth support services, disability support programs and services, Extended Opportunities Programs and Services (EOPS), financial aid, veterans resource center program, computer labs, and tutoring centers.

Men of Color Initiative: We will dedicate team members and programming support to our male students from underserved African American, Filipino, and Latino/a populations. The objective of our MCI is to help students be successful in their courses, reduce and prevent academic probations, and provide opportunities for students to be connected and engaged with their college experience. By relating to staff and peers through shared experiences, we want our young men to take the learnings from MCI and apply it to their classrooms and future careers. Our MCI will provide another touch-point for male students to obtain *book vouchers* to help offset their college expense, enhance their college experience through participation in our *Men of Color Summit, Hip Hop Workshop, and Mentoring Program*, and *grow their personal tool kit* to build self-confidence, time management, financial literacy, and overcome obstacles.

Expand Learning Communities/Curricular Pathways: Our learning communities were developed to support our underserved student groups with transitioning to and navigating college life, as well as develop a shared sense of community. These learning communities, including *Summer Bridge, First Year Experience, Latino/a Empowerment at De Anza, Math Performance Success, and Puente Project*, are avenues for students to be directed and nurtured as many of these communities have built-in counseling and peer support. Most of our learning communities are cohort-based, and this dynamic encourages accountability and commitment, and thereby encourages retention, persistence, and successful completion. Additionally, we want to expand

⁶ Booth, K., Cooper, D., Karandjeff, K., Large, M., Pellegrin, N., Purnell, R., Rodriguez-Kiino, D., ...Willett, T. (2013). Student Support (Re)defined. *The RP Group*, 11-35.

our learning communities by revamping our *Umoja Scholars Program* and bringing a new curricular pathway that combines developmental *Reading, English, Academic Support, Counseling, and Humanities (REACH)* to serve student athletes of color.

Student Services Dedicated to Foster Youth, Disabled, and Veteran Students: Our *Foster Youth Support Services/RISE Program, Disability Support Programs & Services, and Veterans Resource Center* have embedded counselors and dedicated space built on a similar backgrounds and shared experiences, so that our special student groups have an additional area on campus where they could obtain book vouchers and receive academic planning and advising, personal counseling, career services, and mentoring services to name a few.

Ongoing Learning and Professional Development: Our student population is dynamic and changing. Therefore, we need to grow with our students, and be informed about their needs and learn how to best meet them where they are at. For this reason, we have professional development opportunities, including the *high impact practices seminars and Equity Core Teams* to inform our equity learning and practices.

Building our People Support: Many of the activities outlined in this plan are continuation and others are new programs. Accordingly, we need to build our people support. For this reason, *new team members* we need to add and/or reassign their time include Foster Youth Counselor, Veterans Counselor, Career Counselor, Student Success & Retention Services-Umoja Counselor, Peer Mentoring Program Coordinator, Director of Student Success & Retention Services, Director of STEM Pathways, Director and Administrative Assistant of Office of Equity, Social Justice and Multicultural Education. In 2014-15, we added a Student Equity Program Coordinator II and a Student Equity Research Analyst to assist with our student equity work and have included these *existing team members* in our 2015-16 Student Equity Plan.

We strive to be more effective in our equity processes and want to leverage practices and resources across our campus environment. Listed below are **two all-encompassing activities to facilitate our ongoing equity planning, implementing, and evaluation phases.**

1. In order to leverage crucial conversations, program development, and strategies for equitizing student learning environments, our Office of Equity, Social Justice, and Multicultural Education director who is also a tri-chair of our Student Success and Support Programs-Student Equity Advisory Committee⁷, will develop an equity rubric to guide the collaboration among our instructional and student services teams. Moreover, the Office of Equity is hiring a program coordinator and administrative assistant to increase its capacity. Together with the director, this team will support campus-wide constituency groups through engagement in various programs designed to deepen personal, interpersonal, and institutional equity. The five core programmatic areas of the Office of Equity Office include the following:

⁷ Refer to the Planning Committee and Collaboration section for more details.

- a. Equity through Basic Skills Linkages Institute, a joint effort with Basic Skills Initiative (BSI), will focus on student learning and post-traumatic growth
 - b. Equity Core Teams will provide critical training, coaching, and resources to those working with our target populations
 - c. High Impact Practice Seminars will offer training on topics such as curriculum development, culturally responsive pedagogies, and/or arts education/artivism
 - d. Student Leadership for Equity in Education will provide curriculum and training for students
 - e. Designing for Equity will provide coaching and development for individual leadership; experts may include Francie Kendall, Glen Singleton, Melanie Tervalon, and/or trauma specialists
2. Our student equity research analyst will provide further data analysis and research-related advising to different areas of our college. We want to disaggregate our data further to examine the intersectionality of our target student groups. For example, we want to better understand the demographic profile of age 25 to 34 and low-income students. Do men of color and/or veterans make up the majority in these two target groups? If so, then our college is more informed and could make appropriately address students' needs and shore up gaps.

Student Equity Funding and Other 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 as follows:

- Student Equity Initiative
- Student Success and Support Programs Initiative
- Basic Skills Initiative
- Asian American Native American Pacific Islander Serving Institution Grant
- Office of Instruction
- Office of Student Services
- President's Office
- De Anza Associated Student Body

Equity work to date has been supported by limited funding from the Office of Instruction, state and federal grants, and De Anza Student Body (DASB) funds. The college has budgeted a full-time position for the faculty director of the Office of Equity, Social Justice and Multicultural Education in 2012 and moving forward will reassign 70% of the director's time to attend to supporting and guiding the state equity planning activities. A detailed list of matching funds that support our equity initiatives is listed in our budget overview.

People Support: Our college's greatest resources are faculty and staff who 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 equity advocates to help guide their individual

departments and divisions. To this end, individuals are recruited and provided training and coaching support to engage in activities such as hiring committees and equity core teams, and to serve as equity liaisons. These are all important roles for the development and deepening of 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.

Contact Persons

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Planning Committee and Collaboration

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PLANNING COMMITTEE AND COLLABORATION

We developed the 2015-16 Student Equity Plan through a collaborative process. We solicited input and participation from all service areas that were involved in the implementation of the Student Equity 2014-2015 Plan, Student Success and Support Programs (SSSP) 2014-2015 Plan, and other constituency groups across the campus; including Counseling and Student Success, Extended Opportunities Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), Assessment Center, Enrollment Services, Academic Senate, Classified Senate, Student Senate, Student Equity Advisory Council, Institutional Research and Planning, and Communications Office.

Factors considered in the planning process include the Chancellor's Office feedback on our 2014-15 Student Equity Plan, reflection on our processes and practices, feedback from service areas, as well as data from Institutional Research regarding student participation and gaps in academic success among our targeted groups: African American, Latino/a, and Filipino.

There are a *four college strategic initiatives* guiding both our Student Equity and SSSP work at De Anza: Outreach, Cultural Competence, Individualized Attention to Students, Retention, and Success, and Community Collaborations (see <https://www.deanza.edu/strategicplan/>). Campus activities include but are not limited to annual program reviews, student services and student learning outcomes assessment, strategic planning, student engagement, basic skills enhancement, and equity and climate survey culture assessments. These many strategic initiatives create a web of support systems that enhance student success and guide student services and instruction toward our shared goals of Student Success and Student Equity. We see our strategic initiatives as critical resources for moving our Student Equity and SSSP agenda forward.

Additionally, the college has formed a joint SSSP-Student Equity Advisory Committee to guide the work of both initiatives and ensure transparency in our planning (see table 2.0). This joint advisory group includes representatives from our student success programs and shared governance committees, including leaders from the Academic Senate, Classified Senate, De Anza Associated Student Body, Equity Action Council, Basic Skills and the Developmental and Readiness Education Taskforce, Instructional Planning and Budget Team, Student Services Planning and Budget Team, Finance and College Operations Planning and Budget Team, and College Council.

Student Equity Plan Committee Membership List

Table 2.0: 2015-16 SSSP-Student Equity Advisory Committee		
Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Tri-Chairs		
Rob Mieso	Associate Vice President	Student Services
Veronica Neal	Faculty Director	Office of Equity, Social Justice, & Multicultural Education
Rowena Tomaneng	Associate Vice President	Instruction
Members		
Randy Bryant	Vice President	Academic Senate
Michele Lebleu Burns	Dean	EOPS/CARE & Student Development
Shannon Casey	Student Intern	Office of Equity, Social Justice, & Multicultural Education
Susan Cheu	Vice President	Finance and College Operations
Stacey Cook	Vice President	Student Services
Alicia Cortez	Counselor/ Int. Director	Student Success & Retention Services
Mayra Cruz	President Instructor	Academic Senate Early Childhood Development
Sheila White Daniels	Dean	Counseling & Student Success
Christina Espinosa-Pieb	Vice President	Instruction
Mark Fu	Counselor	Counseling
Karen Hunter	President Elect	Classified Senate
Anita Kandula	Dean Co-Chair	Biological, Health, Environmental Sciences Equity Action Council
Cynthia Kaufman	Faculty Director	Vasconcellos Institute for Democracy & Action (VIDA)
Lisa Ly	Research Analyst	Student Equity & SSSP
Lisa Mandy	Director	Financial Aid & Scholarships
Lorna Maynard	President	Classified Senate
Jennifer Myhre	Interim Faculty Director	Office of Staff & Professional Development
Mallory Newell	College Researcher	Office of Institutional Research & Planning
Edmundo Norte	Dean	Intercultural & International Studies
Lorrie Ranck	Dean	Learning Resources
Anthony Santa Ana	Program Coordinator II	Office of Equity, Social Justice, & Multicultural Education
Stacey Shears	Dean	Disability Support Programs & Services
Marisa Spatafore	Associate Vice President	Communications & External Relations
Mari Tapia	Faculty Coordinator	Basic Skills Initiative
Tamica Ward	Dean	Enrollment Services
Bret Watson	Director	Budget & Personnel
Vacant	Director	STEM Pathways
Vacant	Student Representative	De Anza Associated Student Body
Vacant	Student Representative	De Anza Associated Student Body

Community Partners List

Table 3.0: 2015-16 Internal and External Community Partners	
Community Liaison	Organization
De Anza	
Diana Argbrite	Euphrat Museum of Art
Tom Izu	California History Center
Cynthia Kaufman	Vasconcellos Institute for Democracy in Action (VIDA)
Anu Khanna	Initiatives to Maximize Positive Academic Achievement and Cultural Thriving focusing on Asian American and Pacific Islander (IMPACT AAPI)
Julie Lewis	Black Leadership Collective
Stacey Shears	Disability Support Programs and Services
Broader Community	
Cassandra Blume	Executive Director Youth Space
Leyda Cedeno	Fremont Department of Rehabilitation
Michael Chang	Asian Pacific American Leadership Institute
Peggy Grodhaus-Church	UCSC Director Disability Resource Center
Linden Keiffer	The You In Me, Inc.
Chris Lepe	San Jose Office Director Transform
Leila McCabe	Organizer, Sacred Heart Community Services
Dr. Mahnaz Motayar	Neuropsychology and Clinical Psychology
Ron Muriera	Filipino American National Historical Society
Brenda S. Reyes	NOVAYouth Program

Student Equity Planning Timeline

2015 Dates	Activity
Aug 12	Meeting Student Equity-SSSP Advisory Committee
Sep 17	Meeting Student Equity-SSSP Advisory Committee
Sep 18 - Nov 23	Develop 2015-16 Student Equity Plan
Oct 12	Presentation Academic Senate
Oct 14	Presentation Equity Action Council
Oct 15	Meeting Student Equity-SSSP Advisory Committee
Oct 20	Presentation Classified Senate Instructional Planning & Budget Team
Oct 21	Presentation Developmental & Readiness Education (DARE) Taskforce
Nov 5	Presentation Student Services Planning & Budget Team
Nov 13	Presentation Finance Planning & Budget Team
Nov 19	Presentation College Council
Nov 20	Submit Student Equity Plan (draft) due to Foothill-De Anza Board of Trustees
Nov 23	Presentation Academic Senate
Nov 25	Presentation De Anza Associated Student Body
Dec 2	Presentation Campus Budget
Dec 7	Submit Student Equity Plan (final) due to Foothill-De Anza Board of Trustees
Dec 8 - Dec 17	Revise Student Equity Plan
Dec 18	Submit 2015-16 Student Equity Plan due to State Chancellor's Office

Access

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CAMPUS-BASED RESEARCH: ACCESS (ENROLLMENT)

- A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Definition of Service Area

The majority of De Anza students reside outside our district's service area. For this reason, we compared our student population to Santa Clara County's population, using data from the 2014 American Community Survey (ACS). In order to eliminate duplicate headcount, we used data from fall 2014 quarter to capture student access enrollment at De Anza. Where applicable, we analyzed data for the adult population (age 18 and older). De Anza's total and adult population account for 1.2% and 1.6% of Santa Clara County's population, respectively.

Methodology

We utilized the percentage point gap methodology as it has been the approach our college routinely uses when we discuss access enrollment. The plus/minus gap designation is easily understood, aiding in pragmatic conversations about equitable access for students. For the analysis, the percentage point gap is calculated by taking De Anza population percent minus the County population percent. The State Chancellor's Office has determined a percentage point gap where $x \leq -3.0$, is evidence of disproportionate impact.

Data Analysis

Age: Nearly two-thirds of De Anza students are between the ages of 18 and 24, making us a traditional college-age serving institution. There are more 18 to 24 year-olds represented at De Anza (65.1%) than compared to the County (8.8%), giving this age group a positive percentage point gap of +56.4. One in five (21.2%) students is between the ages of 25 and 34, and there are more young adults from this age group at our college than compared to the County (15.1%) for a positive percentage point gap of +6.0.

Gender: There is a small difference in male and female student enrollment at De Anza (51.3% vs. 48.1%). Female representation at the college is slightly lower than female representation in the County (48.1% vs. 50.0%), resulting in a negative percentage point gap of -1.9.

Race/Ethnicity: We used ACS dataset, *Hispanic or Latino and Race*, in order to obtain county-level data on Latino/a. However, this dataset does not aggregate Asian. In order to make a comparison with county-level data, we grouped 1,647 Filipinos into the Asian category. Asian (44.9%) students continue to account for the majority of our student population, followed by Latino/a (26.1%), and White (21.0%). We did reference a different ACS dataset, *One Race*, to get 93,249, or 4.9% Filipinos in Santa Clara County. Filipinos account for 7.0% of our student population; and therefore, we could infer that we have more Filipinos at De Anza than in the County for a positive percentage point gap of +2.1.

Combined, African American, Filipino, and Latino/a account for 37.6% of our student population. African American account for nearly 5.0% of our student population, and their

representation is slightly higher on our campus than found in the County (2.4%) for a positive percentage point gap of +2.1. The Latino/a population at De Anza (26.1%) trail the County (26.6%) by less than 1%, or a negative percentage point gap of -0.5. Overall, most racial/ethnic subgroups exhibit a positive percentage point gap—the only exception is seen with Latino/a and White who have negative percentage point gaps of -0.5 and -12.1, respectively.

Special Student Groups (low income, disabled, foster youth, and veterans): Low-income students comprise about 20% of the student population, whereas there are fewer disabled (4.3%), veteran (1.7%), and foster youth (0.7%) students at De Anza. Among these special student groups, disabled student has the largest negative percentage point gap at -5.1, followed by veterans (-2.1), and foster youth (-0.6). Low-income student is the only special student group to have a positive percentage point gap at +7.3.

Key Takeaway for Target Populations

Based on the percentage point gap analysis for access enrollment, we observed negative gaps for the following three target populations:

1. Disabled (-5.1)
2. Veteran (-2.1)
3. Female (-1.9)

Although a gap exists for veteran and female students, the difference is above our college and the State Chancellor's Office threshold for disproportionate impact. Additionally, while the gap difference of -0.5 for Latino/a is not as large as the aforementioned three groups, because Latino/a has been a historically underserved group, we want to continue efforts to be a welcoming and inclusive community college to Latino/a. In the forthcoming *Access: Goals, Activities, Funding, and Evaluation* section, we describe our plan to increase disabled, veteran, female, and Latino/a student enrollment and access to programs and services that support their success.

**Table 4.0 Enrollment Headcount
by Age, Gender, Race/Ethnicity, and Special Student Groups, 2014**

Target Populations	Santa Clara County Population, 2014		De Anza College Population, Fall 2014		Percentage Point Gap
	Count	Percent	Count	Percent	
Age (total population)					
13 years and under	345,597	18.2%	0	0.0%	N/A
14 to 17 years	92,213	4.9%	140	0.6%	-4.3
18 to 24 years	166,147	8.8%	15,141	65.1%	+56.4
25 to 34 years	286,931	15.1%	4,925	21.2%	+6.0
35 to 49 years	420,670	22.2%	1,938	8.3%	-13.9
50 years and over	583,047	30.8%	1,107	4.8%	-26.0
Total	1,894,605	100.0%	23,251	100.0%	-
Gender (age 18 and older population)¹					
Female	728,306	50.0%	11,125	48.1%	-1.9
Male	728,489	50.0%	11,851	51.3%	+1.3
Unknown ²	0	0.0%	135	0.6%	+0.6
Total	1,456,795	100.0%	23,111	100.0%	-
Race/Ethnicity (total population)³					
African American	45,916	2.4%	1,057	4.5%	+2.1
American Indian/Native American	2,271	0.1%	117	0.5%	+0.4
Asian ⁴	647,313	34.2%	10,451	44.9%	+10.8
Latino/a	503,062	26.6%	6,057	26.1%	-0.5
Multi-Ethnic ⁵	59,199	3.1%	0	0.0%	N/A
Pacific Islander	6,095	0.3%	177	0.8%	+0.4
Unknown/Other Race	3,417	0.2%	515	2.2%	+2.0
White ⁶	627,332	33.1%	4,877	21.0%	-12.1
Total	1,894,605	100.0%	23,251	100.0%	-
Filipino ⁷	93,249	4.9%	1,647	7.0%	+2.1
Special Student Groups					
Low Income (household population) ⁸	75,079	12.1%	4,514	19.4%	+7.3
Disabled (age 18 and older population) ⁹	136,149	9.4%	995	4.3%	-5.1
Foster Youth (household population) ¹⁰	5,554	1.3%	159	0.7%	-0.6
Veterans (age 18 and older population)	56,065	3.8%	393	1.7%	-2.1

Source: 2014 American Community Survey (ACS), Santa Clara County; Fall 2014 FHDA IR&P ODS, De Anza College

Percentage Point Gap = De Anza population percent (%) minus Santa Clara County population percent (%)

¹Since De Anza is a traditional college-age serving institution, gender reflects the adult population (age 18 and older) for both college and county data.

²De Anza students could choose not to state their gender, whereas this response option is not captured in ACS data.

³The total population rather than the adult population (age 18 and older) is reflected in the data. ACS does not provide race data, by age, for all racial groups. For this reason, we are unable to extract the County's adult population by race to make a comparison with our college's adult population. De Anza had 140 students age 17 and under during fall 2014 quarter, and since they account for less than 1.0% of our student population, including them in the race/ethnicity analysis does not alter our finding.

⁴ACS dataset, *Hispanic or Latino and Race*, does not disaggregate Asian. In order to make comparisons with county-level data, De Anza grouped 1,647 Filipinos into the Asian category.

⁵De Anza assigns students to a racial/ethnic group based on a hierarchy as it tells us more about a student to know their ethnicity rather their multiple ethnicities. For this reason, multi-ethnic is not applicable.

⁶"White" refers to a person having origins in any of the original peoples of Europe, the Middle East, or North Africa. It includes people who indicated their race(s) as "White" or reported entries such as Irish, German, Italian, Lebanese, Arab, Moroccan, or Caucasian.

Source: Census. "Overview of Race and Hispanic Origin 2010." March 2011. Accessed October 22, 2015.

<http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>

⁷Filipino analysis is detached from the race/ethnicity analysis because we referenced a different ACS dataset, *One Race*, in order to obtain the Filipino count in the County.

⁸Low income status reflects households with annual income of \$24,999 or less.

⁹ACS data on disability status reflects the civilian non-institutionalized age 18 and older population. In order to make comparisons with county-level data, De Anza College data reflects the population age 18 and older as well.

¹⁰ACS foster youth data reflects children currently under age 18 in households, whereas De Anza data includes students in foster care regardless if they have emancipated or aged out of the system.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS (ENROLLMENT)

GOAL A.1: The goal is to improve access for target populations experiencing the largest negative gaps, with prioritized effort dedicated to disabled students who exhibit disproportionate impact.

Target Population(s)	Current Gap, 2014	Desired Goal, 2020
1. Disabled	-5.1	Reduce gap by 50% or to -2.5
2. Veterans	-2.1	No gap
3. Female	-1.9	No gap
4. Latino/a*	-0.5	No gap

*Rationale: Latino/a represent 26.1% of our service area's population, and among our racial/ethnic target groups, they are the largest student group on our campus.

ACTIVITIES: ACCESS ENROLLMENT (A.1.1 to A.1.2)

Note: The activities listed in this section of the report are intended to support the success of student population(s) found to be disproportionately impacted. We also detail services and programming that facilitate positive student outcomes for all students.

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
A.1.1			Curriculum/course development or adaptation	African American, 250 Filipino, 250 Latino/a, 300 Low Income, 200 Disabled, 25 Foster Youth, 20 Veterans, 25	Sep 2015 - Apr 2016	\$50,000.00	\$50,000.00 B Budget
			Professional development				
			Direct student support				
	X	X	Outreach				
Activity Plan (implement): Outreach Activities				Team Lead: Outreach			
<p>Outreach Events Our outreach team will plan and coordinate seven outreach events to be hosted on our college campus. Six of the events will target high school students from within our County and one event is an open house for new, incoming students and their parents.</p> <ul style="list-style-type: none"> (1) High School Partners Conference average attendance = 75 Oct 30, 2015 (1) Youth Voices United for Change Conference average attendance = 250 Nov 13, 2015 (1) African American Student Conference average attendance = 250 Feb 3, 2016 (2) Latino/a Student Conference average attendance = 300 Mar 9 and 17, 2016 (1) Filipino/Southeast Asian Student Conference average attendance = 250 Apr 27, 2016 (1) New Student & Parent Open House average attendance = 2,000 Apr 30, 2016 <p>Communications/Messaging We will communicate updates to our curriculum and student services programs. In particular, we want to highlight our campus’s welcoming environment by raising awareness for our student services programs such as Disability Support Programs & Services (DSPS), Extended Opportunities Programs and Services (EOPS), Veterans Program, and Veterans Resource Center (VRC). These student services areas provide student support in such as educational planning, counseling, career advising, and tutoring. Moreover, they provide a dedicated space for students with similar background and experiences to build community.</p> <p>We will inform prospective students about our learning communities, which were developed to enhance students’ college experience and outcomes, by providing built-in peer community and educational support. These learning communities include Summer Bridge, First Year Experience, Latino/a Empowerment at De Anza, Puente Project, Umoja Scholars Program, and a newly developed program that combines developmental Reading, English, Academic Support, Counseling, and Humanities (REACH) to serve student athletes of color.</p>							

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	<p>Link to Goal: The main objective of these outreach events is to raise awareness about our instructional and student services programs that will direct and engage students to be successful at De Anza. The key takeaway is for attendees to become more knowledgeable about De Anza's offerings. The call-to-action is to have the influencers and students recommend De Anza to their students, peers, and family members, and for new, incoming students to utilize their college resources.</p>						
	<p>Evaluation: The goal for our outreach events is a qualitative, rather than a quantitative goal. We will incorporate and emphasize our student services programs into the outreach discussion, particularly during our New Student & Parent Open House event. Our outreach team will continue to build rapport with the high schools to coordinate high school visits by De Anza's outreach, assessment, counseling, DSPS, EOPS, and VRC teams. Additionally, our outreach team will track the number of attendees.</p>						
A.1.2	Curriculum/course development or adaptation		Professional development	TBD, pending research findings	Jan 2016 - Jun 2016	\$00,000.00	\$00,000.00
	Direct student support	X	Research and evaluation				
	Instructional support activities		Student equity coordination/ planning				
	Outreach		Student services or other categorical program				
	<p>Activity Plan (implement): Disaggregate Disability Data Team Lead: Student Equity Research Analyst The 2014 data analysis conducted for this Student Equity Plan looked at the adult population in the County with any disabilities (e.g. hearing, vision, cognitive, self-care difficulty, etc.). While the analysis is a good starting point to understand the size of our disabled adult population in the County, and thereby our prospective student population, we want to refine the analysis to capture the disabled population that is most reflective of our disabled student population. Our research analyst will collaborate with Disability Support Program & Services (DSPS) to verify the disability types and/or services frequently provided to develop a demographic profile for our disabled student population.</p>						
	<p>Link to Goal: The additional research will help our college be more informed of our disabled student population and identify areas where outreach to prospective students could be enhanced.</p>						
	<p>Evaluation: The learnings from the collaboration with DSPS will be shared with the Student Success and Support Programs-Student Equity Advisory Committee. Pending outcomes, we will assess and establish an outreach goal to target disabled students.</p>						

CAMPUS-BASED RESEARCH: ACCESS (FINANCIAL AID APPLICATION)

A. FINANCIAL AID APPLICATION Compare the percentage of each population that applied for financial aid to the percentage of each group that enrolled at the college.

Methodology

We used the percentage point gap methodology to determine if there is a difference in the percentage of students who applied for financial aid and their representation at De Anza. In order to eliminate duplicate headcount, we used fall 2014 enrollment and financial aid data. The percentage point gap is calculated by taking the financial aid applicant population percent minus De Anza population percent. The State Chancellor's Office has determined a percentage point gap where $x \leq -3.0$, is evidence of disproportionate impact.

Data Analysis

In fall 2014, a total of 12,811 (55.1%) De Anza students applied for financial aid.

Age: Our 18 to 24 year-old students, who comprise the majority (65.1%) of our student population, are also the majority age group who applied for financial aid (70.5%) for a positive percentage point gap of +5.3. Students age 25 to 34 accounts for 21.2% of our student population and for 21.8% of all financial aid applicants, indicating they are accessing financial aid application at the same proportion as their representation at De Anza. This finding is further supported by their positive percentage point gap of +0.6.

Gender: Both female and male students applied for financial aid at about the same proportion, 49.9% and 49.6%, respectively. When we apply the percentage point gap, we find that female student has a positive percentage point gap of +1.8, whereas male student has a negative percentage point gap of -1.6.

Race/Ethnicity: Latino/a (34.9%) account for the majority of students who applied for financial aid, followed by Asian (31.5%), White (16.2%), Filipino (8.4%), and African American (6.4%) students. Combined, African American, Filipino, and Latino/a account for almost half (49.7%) of all financial aid applicants. Comparing the percentage of each group that applied for financial to their representation at De Anza, we find that African American, Filipino, and Latino/a all have positive percentage point gaps of +1.9, +1.3, and +8.9, respectively. The only two subgroups who have negative percentage point gaps are Asian (-6.4) and White (-4.8).

Special Student Groups (low income, disabled, foster youth, and veterans): Looking at our special student groups, the financial aid applicant population is comprised of 29.0% low income, 3.3% disabled, 1.9% veteran, and 1.1% foster youth students. Disabled student is the only group to have a negative percentage point gap at -1.0. Low-income student has the largest positive percentage point gap at +9.6. Foster youth and veteran students have positive percentage point gap of +0.4 and +0.2, respectively, suggest they are accessing financial aid applications comparable to their representation at the college.

Key Takeaway for Target Populations

The largest negative gaps are found in male (-1.6) and disabled (-1.0) students; and while we

acknowledge these gaps, we also note the difference is above our college and the State Chancellor's Office threshold for disproportionate impact. We feel good knowing our target populations are applying for financial aid. At the same time, we recognize that more communication is needed to ensure students are aware about the financial aid offerings available to them. Finally, in the next section of this report, we examine the types of financial aid awarded to ensure equitable outcomes for our students.

Table 5.0 Applied for Financial Aid by Age, Gender, Race/Ethnicity, and Special Student Groups, Fall 2014					
Target Populations	De Anza College Total Population		Financial Aid Applicant Total Population		Percentage Point Gap
	Count	Percent	Count	Percent	
Age					
14 to 17 years	140	0.6%	5	0.0%	N/A
18 to 24 years	15,141	65.1%	9,026	70.5%	+5.3
25 to 34 years	4,925	21.2%	2,795	21.8%	+0.6
35 to 49 years	1,938	8.3%	702	5.5%	-2.9
50 years and over	1,107	4.8%	283	2.2%	-2.6
Total	23,251	100.0%	12,811	100.0%	-
Gender					
Female	11,197	48.2%	6,396	49.9%	+1.8
Male	11,919	51.3%	6,357	49.6%	-1.6
Unknown	135	0.6%	58	0.5%	-0.1
Total	23,251	100.0%	12,811	100.0%	-
Race/Ethnicity					
African American	1,057	4.5%	824	6.4%	+1.9
American Indian/Native American	117	0.5%	63	0.5%	0.0
Asian	8,804	37.9%	4,037	31.5%	-6.4
Filipino	1,647	7.1%	1,080	8.4%	+1.3
Latino/a	6,057	26.1%	4,475	34.9%	+8.9
Pacific Islander	177	0.8%	100	0.8%	0.0
Unknown	515	2.2%	156	1.2%	-1.0
White	4,877	21.0%	2,076	16.2%	-4.8
Total	23,251	100.0%	12,811	100.0%	-
Special Student Groups					
Low Income	4,514	19.4%	3,719	29.0%	+9.6
Disabled	995	4.3%	421	3.3%	-1.0
Foster Youth	159	0.7%	140	1.1%	+0.4
Veterans	393	1.7%	246	1.9%	+0.2
Source: Fall 2014 FHDA IR&P ODS					
Percentage Point Gap = financial aid applicant population percent (%) minus De Anza population percent (%)					

CAMPUS-BASED RESEARCH: ACCESS (FINANCIAL AID AWARDED)

A. FINANCIAL AID AWARDED Compare the percentage of each population that received financial aid to the percentage of each group that enrolled at the college.

Methodology

We used the percentage point gap methodology to compare the percentage of students awarded financial aid and their representation at De Anza. In order to eliminate duplicate headcount, we used fall 2014 enrollment and financial aid recipient data. In table 3.0 we provide data by *Pell Grant Award* and *Other Aid Award*, as well as a total of all financial aid awarded. Other Aid Award includes Board of Governors (BOG) fee waiver, Cal Grant, scholarships, works study, and loans. The percentage point gap is calculated by taking the financial aid recipient population percent minus De Anza population percent. The State Chancellor's Office has determined a percentage point gap where $x \leq -3.0$, is evidence of disproportionate impact.

Data Analysis

In fall 2014, De Anza awarded 4,622 Pell Grants and 5,352 Other Aid to students. A grand total of 9,974 students were given financial aid for a college financial aid award rate of 42.8%.

Age: Our traditional college-age students, 18 to 24 year-olds, account for two-thirds of aid recipients. They are just as likely to receive Pell Grants as they would Other Aid. In contrast, older age adults, 25 to 49 year-olds, are likely to be awarded Other Aid.

Gender: Female and male students are just as likely to be awarded Pell Grants and Other Aid. When we aggregate their financial aid data, we find that we have more female (51.1%) than male (48.5%) recipients.

Race/Ethnicity: One-third of our financial aid recipient is Latino/a (35.5%), and another one-third is Asian (31.7%). Latino/a student lead our racial/ethnic group in awarded aid; however, when we disaggregate their financial aid data, we found they are more likely to receive Other Aid (34.8%) than Pell Grants (23.6%). This finding is consistent for Filipino students as well. Among Filipino students, 29.0% of them receive Other Aid and 16.8% of them receive Pell Grants. African American, on the other hand, is more likely to receive Pell Grants (36.2%) than Other Aid (30.8%). When we compared our target populations' total aid recipient percentage to their respective enrollment percentage, they all have positive percentage point gaps with +9.6 for Latino/a, +2.6% for African American, and +0.5 for Filipino.

Special Student Groups (low income, disabled, foster youth, and veterans): Among our special student groups, low-income student has a positive percentage point gap of +13.0. Disabled, foster youth, and veterans receive financial aid at least equivalent to their enrollment percentage. Yet, when we examine the type of aid they receive, we find that among disabled students, 40.5% are awarded Other Aid and 10.7% are given Pell Grants. The reverse was found for foster youth with nearly half (53.5%) receiving Pell Grants and 27.7% receiving Other Aid. Veteran students are just as likely to receive Pell Grants (25.4%) as Other Aid (21.4%).

Key Takeaway for Target Populations

All of our target populations are awarded financial aid at least comparable to their enrollment representation. The only exception is male student who has a negative percentage point gap of -2.7. When we disaggregate the types of financial aid awarded, we find that some student groups—Filipino, Latino/a, and disabled—are more likely to receive Other Aid than Pell Grants. We need to conduct further analysis to determine (1) whether this finding is unique to fall 2014 term and (2) whether their student characteristics, such as enrolling part-time rather than full-time, restricts their Pell Grants eligibility; and therefore affecting the findings in this report. Additionally, we would like to disaggregate the Other Aid Award category to better understand specifically if certain student groups are more likely to receive loans versus fee waivers/scholarships.

Table 6.0 Financial Aid Recipient by Age, Gender, Race/Ethnicity, and Special Student Groups, Fall 2014									
Target Populations	De Anza College Total Population		Financial Aid Award						Percentage Point Gap
	Count	Percent	Pell Grants		Other Aid		Total Recipient Population		
			Count	Percent	Count	Percent	Count	Percent	
Age									
14 to 17 years	140	0.6%	1	0.0%	1	0.0%	2	0.0%	N/A
18 to 24 years	15,141	65.1%	3,405	73.7%	3,352	62.6%	6,757	67.7%	+2.6
25 to 34 years	4,925	21.2%	882	19.1%	1,359	25.4%	2,241	22.5%	+1.3
35 to 49 years	1,938	8.3%	231	5.0%	405	7.6%	636	6.4%	-2.0
50 years and over	1,107	4.8%	103	2.2%	235	4.4%	338	3.4%	-1.4
Total	23,251	100.0%	4,622	100.0%	5,352	100.0%	9,974	100.0%	-
Gender									
Female	11,197	48.2%	2,338	50.6%	2,756	51.5%	5,094	51.1%	+2.9
Male	11,919	51.3%	2,257	48.8%	2,582	48.2%	4,839	48.5%	-2.7
Unknown	135	0.6%	27	0.6%	14	0.3%	41	0.4%	-0.2
Total	23,251	100.0%	4,622	100.0%	5,352	100.0%	9,974	100.0%	-
Race/Ethnicity									
African American	1,057	4.5%	383	8.3%	326	6.1%	709	7.1%	+2.6
American Indian/ Native American	117	0.5%	15	0.3%	35	0.7%	50	0.5%	0.0
Asian	8,804	37.9%	1,714	37.1%	1,447	27.0%	3,161	31.7%	-6.2
Filipino	1,647	7.1%	276	6.0%	478	8.9%	754	7.6%	+0.5
Latino/a	6,057	26.1%	1,431	31.0%	2,107	39.4%	3,538	35.5%	+9.4
Pacific Islander	177	0.8%	43	0.9%	44	0.8%	87	0.9%	+0.1
Unknown	515	2.2%	48	1.0%	86	1.6%	134	1.3%	-0.9
White	4,877	21.0%	712	15.4%	829	15.5%	1,541	15.5%	-5.5
Total	23,251	100.0%	4,622	100.0%	5,352	100.0%	9,974	100.0%	-
Special Student Groups									
Low Income	4,514	19.4%	1,770	38.3%	1,466	27.4%	3,236	32.4%	+13.0
Disabled	995	4.3%	106	2.3%	403	7.5%	509	5.1%	+0.8
Foster Youth	159	0.7%	85	1.8%	44	0.8%	129	1.3%	+0.6
Veterans	393	1.7%	100	2.2%	84	1.6%	184	1.8%	+0.2
Source: Fall 2014 FHDA IR&P ODS									
Percentage Point Gap = financial aid recipient population percent (%) minus De Anza population percent (%)									

Success Indicator: Course Completion

DRAFT

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Methodology

We used the percentage point gap methodology to assess any disparity in successful course completion for our target student populations. Successful course completion is defined as a credit course for which a student received a recorded grade of A, B, C, or Pass/Credit. The analyses for this section of the report reflect two steps. First, we provide the course completion rate, which is calculated by taking each subgroup's course completion count and dividing it by their respective course enrollment count. Secondly, we provide the percentage point gap by taking each subgroup's course completion rate minus the college course completion rate. The State Chancellor's Office has determined a percentage point gap where $x \leq -3.0$, is evidence of disproportionate impact. We referenced the California Community Colleges Chancellor's Office (CCCCO) Data Mart fall 2014 data for age, gender, and race/ethnicity. In order to analyze course completion for low income, disabled, foster youth, and veterans, we used fall 2014 local data.

Data Analysis

In fall 2014, De Anza's course completion rate is 74.2%.

Age: Students in age groups 18 to 24 and 25 to 34 complete courses at an average rate of 73.2%, giving these two age groups each a negative percentage point gap of -1.0. Students age 35 and over complete courses above the college's completion rate at 80% or higher.

Gender: The female course completion rate is 76.8%, resulting in a positive percentage point gap of +2.6. Male course completion rate of 71.9% is lower than their female counterpart and the college course completion rate; and therefore, they have a negative percentage point gap of -2.4.

Race/Ethnicity: With the exception of Asian (79.4%) and White (77.3%), all other racial/ethnic group's completion rate is below the college completion rate. Among our target populations, African American completion rate is 59.5% and Latino/a is 64.9%, or a negative percentage point gap of -14.7 and -9.3, respectively. CCCCCO Data Mart does not disaggregate Asian. In order to assess Filipino course completion rate, we utilized our local data and determined that their completion rate is 73.8%, giving Filipino a negative percentage point gap of -0.4.

Special Student Groups (low income, disabled, foster youth, and veterans): Looking at our special student groups, the percentage point gap in ascending order is as follows: foster youth (-14.1), low income (-7.3), veterans (+1.1), and disabled (+5.9).

Key Takeaway for Target Populations

Based on the percentage point gap analysis for course completion, and looking at our target student populations, De Anza negative gaps are found in the following seven student groups:

1. African American (-14.7)
2. Foster youth (-14.1)
3. Latino/a (-9.3)
4. Low income (-7.3)
5. Male (-2.4)
6. Ages 18 to 24 (-1.1) and 25 to 34 (-1.0)
7. Filipino (-0.3)

In table 8.0, we calculated the number of additional students needed to move these seven groups to the college's course completion rate. For example, we needed African American students to have an additional 312 successful course completions in order for their completion rate to be 74.2% rather than their actualize rate of 59.5%. We prioritized the seven aforementioned groups to reflect target groups experiencing disproportionately impact: African American, foster youth, Latino/a, and low-income students.

**Table 7.0 Course Completion
by Age, Gender, Race/Ethnicity, and Special Student Groups, Fall 2014**

Target Populations	Course Enrollment		Course Completion		Course Completion Rate		Percentage Point Gap
	Count	Percent	Count	Percent	Subgroup	College	
Age							
14 to 17 years	2,075	3.4%	1,759	3.9%	84.8%	74.2%	N/A
18 to 24 years	44,624	73.6%	32,631	72.6%	73.1%	74.2%	-1.1
25 to 34 years	8,994	14.8%	6,586	14.6%	73.2%	74.2%	-1.0
35 to 49 years	3,289	5.4%	2,653	5.9%	80.7%	74.2%	+6.4
50 years and over	1,614	2.7%	1,343	3.0%	83.2%	74.2%	+9.0
Total	60,596	100.0%	44,972	100.0%	74.2%	-	-
Gender							
Female	28,983	47.8%	22,253	49.5%	76.8%	74.2%	+2.6
Male	31,285	51.6%	22,481	50.0%	71.9%	74.2%	-2.4
Unknown	328	0.5%	238	0.5%	72.6%	74.2%	-1.7
Total	60,596	100.0%	44,972	100.0%	74.2%	-	-
Race/Ethnicity							
African American	2,123	3.5%	1,263	2.8%	59.5%	74.2%	-14.7
American Indian/ Native American	90	0.1%	56	0.1%	62.2%	74.2%	-12.0
Asian*	26,983	44.5%	21,433	47.7%	79.4%	74.2%	+5.2
Latino/a	15,678	25.9%	10,182	22.6%	64.9%	74.2%	-9.3
Multi-Ethnic	2,911	4.8%	2,109	4.7%	72.4%	74.2%	-1.8
Pacific Islander	260	0.4%	181	0.4%	69.6%	74.2%	-4.6
Unknown/Other Race	1,032	1.7%	844	1.9%	81.8%	74.2%	+7.6
White	11,519	19.0%	8,904	19.8%	77.3%	74.2%	+3.1
Total	60,596	100.0%	44,972	100.0%	74.2%	-	-
Filipino**	3,598	7.4%	2,655	7.4%	73.8%	74.2%	-0.4
Special Student Groups							
Low Income	9,165	18.8%	6,130	17.0%	66.9%	74.2%	-7.3
Disabled	1,656	3.4%	1,326	3.7%	80.1%	74.2%	+5.9
Foster Youth	346	0.7%	208	0.6%	60.1%	74.2%	-14.1
Veterans	879	1.8%	662	1.8%	75.3%	74.2%	+1.1
Source: Fall 2014 CCCC Data Mart; Fall 2014 FHDA IR&P ODS							
Course Completion Rate = course completion count divided by course enrollment count							
Percentage Point Gap = subgroup course completion rate (%) minus college course completion rate (%)							
*CCCCO Data Mart does not disaggregate Asian.							
**Filipino is detached from the Race/Ethnicity analysis since we utilized our local data to assess Filipino course completion.							

Table 8.0 Number of Additional Students Needed to Have Avoided a Negative Gap, Fall 2014

Equity Gap - Target Populations (ascending order)	Percent Loss	Course Enrollment	Additional Students Needed to Move Subgroup to College Completion Rate*
1 African American	14.7	2,123	312
2 Foster Youth	14.1	346	49
3 Latino/a	9.3	15,678	1,458
4 Low Income	7.3	9,165	669
5 Male	2.4	31,285	750
6 18 to 24 years	1.1	44,624	490
25 to 34 years	1.0	8,994	89
7 Filipino	0.4	3,598	15

*Calculated by multiplying subgroup's percent loss (%) and their respective course enrollment count.

CAMPUS-BASED RESEARCH: ACADEMIC PROBATION

B. ACADEMIC PROBATION. Compare the percentage of each population group that is on academic probation to the percentage of each group that enrolled at the college.

Methodology

We used the percentage point gap methodology to determine if there is a difference between students on academic probation and their representation at De Anza. For the analyses, academic probation is defined as any student whose cumulative GPA falls below a 2.0 for two consecutive terms. Additionally, we looked at the student population age 18 and over since our concurrently enrolled students (age 17 and younger) have embedded interventions that prevent two-term academic probation.

The academic probation analyses reflect two steps. First, we provide the academic probation rate, which is calculated by taking each subgroup's academic probation count and dividing it by their respective enrollment headcount. Secondly, since academic probation is the *inverse* of a positive student outcome, the percentage point gap is calculated in this section of the report by taking the college academic probation rate minus each subgroup's academic probation rate. The State Chancellor's Office has determined a percentage point gap where $x \leq -3.0$, is evidence of disproportionate impact.

Data Analysis

In fall 2014, De Anza's two-term academic probation rate is 9.6%.

Age: The highest academic probation rate of 12.2% was found among 18 to 24 year-olds. Their rate is twice as much as students age 25 to 34 (6.2%). Students age 18 to 24 are the only age group to have a negative percentage point gap at -2.6.

Gender: Two-term academic probation rate for female is 8.3% and for male is 10.8%. Male student has a negative percentage point gap of -1.2.

Race/Ethnicity: Latino/a students account for the majority (44.3%) of two-term academic probations, followed by Asian (23.3%), and White (12.5%). The finding on our Latino/a student is troubling considering they account for a little over one-quarter of our student population, but they account for nearly half of all the two-term academic probations. Similarly, our African American and Filipino students are likely to be on two-term academic probation—their academic probation rates are 18.2% and 11.1%, respectively. When compared to the college's academic probation rate of 9.6%, all of our target populations have negative percentage point gaps of -8.6 for African American, -6.6 for Latino/a, and -1.5 for Filipino.

Special Student Groups (low income, disabled, foster youth, and veterans): We recognize that more concerted effort needs to be made to reduce the number of low-income and foster youth students on academic probation, particularly foster youth. They account for 0.7% of our adult-age student population, but one in every six foster youth students is on two-term academic probation. Foster youth and low-income students are the only special student groups to have negative percentage point gaps of -6.8 and -2.9, respectively.

Key Takeaway for Target Populations

Based on the percentage point gap analysis for two-term academic probation, and looking at our target student populations, De Anza's negative gaps are found in the seven student groups listed below. These student groups are also the same groups we observed that have the largest negative gaps for course completion.

1. African American (-8.6)
2. Foster youth (-6.8)
3. Latino/a (-6.6)
4. Low income (-2.9)
5. Age 18 to 24 (-2.6)
6. Filipino (-1.5)
7. Male (-1.2)

In table 10.0, we calculated the number of students needed to be *removed* from two-term academic probation in order to move these seven groups to the college's two-term academic probation rate. For example, we needed 11 *fewer* foster youths on academic probation in order to have their academic probation rate to be 9.6% rather than their actualize rate of 16.4%.

While we want to remove all students from academic probation, we recognize that many of our target groups have academic probation rates that are well above the college rate; and therefore, in the short term, our goal is to reduce their academic probation rates to 9.6% or lower. We prioritized the seven aforementioned groups to reflect target groups experiencing disproportionately impact: African American, foster youth, Latino/a, and low-income students. These target populations for academic probation interventions are the same groups we prioritized for closing course completion gaps. Therefore, in the next section, *Course Completion: Goals, Activities, Funding, and Evaluation* section, we outline our activities that go hand-in-hand to *decrease* two-term academic probations and *increase* course completions.

Table 9.0 Two-Term Academic Probation by Age, Gender, Race/Ethnicity, and Special Student Groups, Fall 2014							
Target Populations	Age 18 and Older Population		Academic Probation Population		Academic Probation Rate		Percentage Point Gap
	Count	Percent	Count	Percent	Subgroup	College	
Age							
18 to 24 years	15,141	65.5%	1,850	83.6%	12.2%	9.6%	-2.6
25 to 34 years	4,925	21.3%	305	13.8%	6.2%	9.6%	+3.4
35 to 49 years	1,938	8.4%	48	2.2%	2.5%	9.6%	+7.1
50 years and over	1,107	4.8%	10	0.5%	0.9%	9.6%	+8.7
Total	23,111	100.0%	2,213	100.0%	9.6%	-	-
Gender							
Female	11,125	48.1%	918	41.5%	8.3%	9.6%	+1.3
Male	11,851	51.3%	1,284	58.0%	10.8%	9.6%	-1.2
Unknown	135	0.6%	11	0.5%	8.1%	9.6%	+1.4
Total	23,111	100.0%	2,213	100.0%	9.6%	-	-
Race/Ethnicity							
African American	1,056	4.6%	192	8.7%	18.2%	9.6%	-8.6
American Indian/ Native American	115	0.5%	10	0.5%	8.7%	9.6%	+0.9
Asian	8,719	37.7%	516	23.3%	5.9%	9.6%	+3.7
Filipino	1,642	7.1%	182	8.2%	11.1%	9.6%	-1.5
Latino/a	6,052	26.2%	981	44.3%	16.2%	9.6%	-6.6
Pacific Islander	177	0.8%	19	0.9%	10.7%	9.6%	-1.2
Unknown	514	2.2%	36	1.6%	7.0%	9.6%	+2.6
White	4,836	20.9%	277	12.5%	5.7%	9.6%	+3.8
Total	23,111	100.0%	2,213	100.0%	9.6%	-	-
Special Student Groups							
Low Income	4,506	19.5%	560	25.3%	12.4%	9.6%	-2.9
Disabled	995	4.3%	42	1.9%	4.2%	9.6%	+5.4
Foster Youth	159	0.7%	26	1.2%	16.4%	9.6%	-6.8
Veterans	393	1.7%	29	1.3%	7.4%	9.6%	+2.2
Source: Fall 2014 FHDA IR&P ODS							
Academic Probation Rate = academic probation count divided by population count							
Percentage Point Gap = college academic probation rate (%) minus subgroup academic probation rate (%)							

Table 10.0 Number of Students Needed to be Removed from Two-Term Academic Probation to Have Avoided a Negative Gap, Fall 2014			
Equity Gap - Target Populations (ascending order)	Percent Loss	Enrollment Headcount	Number of Fewer Students Needed to Move Subgroup to College Academic Probation Rate*
1 African American	8.6	1,056	91
2 Foster Youth	6.8	159	11
3 Latino/a	6.6	6,052	399
4 Low Income	2.9	4,506	130
5 18 to 24 years	2.6	15,141	394
6 Filipino	1.5	1,642	25
7 Male	1.3	11,851	142
*Calculated by multiplying subgroup's percent loss (%) and their respective enrollment headcount.			

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION & ACADEMIC PROBATION

GOAL B.1: The goal is to *improve course completion* for target populations experiencing disproportionate impact.

GOAL B.2: The goal is to *reduce two-term academic probation* for target populations experiencing disproportionate impact.

Based on our college research, our target populations for course completion and academic probation are the same student groups:

Target Population(s)	Achievement Gap, 2014		Desired Goal, 2020	
	Current Gap	Additional Students Needed to Move Subgroups to College Rate	Percentage Point Gap	Numeric Goal
Course Completion				
1a. African American	-14.7	312	Reduce gap to -12.7	43 additional completions
2a. Foster Youth	-14.1	49	Reduce gap to -12.1	7 additional completions
3a. Latino/a	-9.3	1,458	Reduce gap to -8.3	157 additional completions
4a. Low Income	-7.3	669	Reduce gap to -6.3	91 additional completions
Academic Probation				
1b. African American	-8.6	91	Reduce gap to -6.6	21 <i>fewer</i> students
2b. Foster Youth	-6.8	11	Reduce gap to -4.8	3 <i>fewer</i> students
3b. Latino/a	-6.6	399	Reduce gap to -5.6	60 <i>fewer</i> students
4b. Low Income	-2.9	130	Reduce gap to -1.9	44 <i>fewer</i> students

ACTIVITIES: COURSE COMPLETION AND TWO-TERM ACADEMIC PROBATION (B.1.1 to B.2.16)

Note: Increasing completion rates and combatting academic probation rates go hand-in-hand; and therefore, the following activities are planned to simultaneously address goals B.1 and B.2. The activities listed in this section of the report are intended to support the success of student population(s) found to be disproportionately impacted. We also detail services and programming that facilitate positive student outcomes for all students.

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
B.1.1 B.2.1	X Curriculum/course development or adaptation		Professional development	African American male, 50 Filipino male, 100 Latino male, 150	Sep 2015 - Mar 2016	\$40,000.00	\$337,867 counselors, staff, and student ambassadors from SSSP
	X Direct student support	X	Research and evaluation				
			Student equity coordination/ planning				
		X	Student services or other categorical program				
<p data-bbox="296 573 1913 597">Activity Plan (implement): Men of Color Initiative Team Lead: Men of Color Initiative Counselors</p> <p data-bbox="296 605 1850 670">Our Student Success & Retention Services team will develop and coordinate activities for the Men of Color Initiative (MCI), which was developed to help guide, connect, and engage our African American and Latino male students. Some MCI activities include the following:</p> <ul data-bbox="317 678 1829 946" style="list-style-type: none"> • provide \$200.00 book vouchers to 100 students • conduct focus groups of African American and Latino/a male high school students and their counselors (up to 60 students and 10 counselors) to identify needs and develop strategies to better serve students • develop a hip hop workshop aimed to empower and educate 100 students about the importance of higher education and career exploration through a culture that resonates with them • organize a Men of Color Summit and a Men of Color Mentoring Program for male students to develop positive self-perception and personal grand, identify career and transfer pathways, build skills to influence others, and create and foster a support network • coordinate field trips to University of California and California State University campuses <p data-bbox="296 954 1902 1190">Link to Goal: The book vouchers will help students acquire the text books they need to be successful in their courses and alleviate one college expense for them. The learnings from the focus groups will help our college assess expectations and potential areas of development to meet the needs of incoming, first-time college students from our underserved male populations. The workshop and summit will help students examine contemporary cultures and their lives through hip hop music, tying their education with topics that are relevant and interesting to their generation. Participation and retention in the mentoring program will assist male students stay on track with built-in support from peer mentors. Additionally, the program counselors will build rapport and provide guidance to male students in order to help them stay focused and engaged with their educational goals.</p> <p data-bbox="296 1198 1892 1320">Evaluation: Program counselors will track the number of students who request for book vouchers to determine current and future demand for book vouchers. They will also collect the data from the focus groups and use the data to assess areas of need and develop effective strategies that assist in boosting equity activities for targeted groups. Finally, they will track the number of African American and Latino male students served and provide reporting in their annual program review.</p>							

ID	Activity Type(s)				Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
B.1.2 B.2.2	X	Curriculum/course development or adaptation	X	Professional development	African American, 50 Latino/a, 100 Low Income, 175 Foster Youth, 25	Sep 2015 - Jun 2016	\$60,000.00	\$15,000.00 IMPACT AAPI
	X	Direct student support		Research and evaluation				
		Instructional support activities		Student equity coordination/ planning				
		Outreach	X	Student services or other categorical program				
<p>Activity Plan (implement): Expanding Learning Communities/Curricular Pathways Team Lead: Learning in Communities and Student Success & Retention Services</p> <p>The learning communities that generally have high participation from African American and Latino/a students include: First Year Experience, Latino/a Empowerment at De Anza, Learning in Communities, Puente Project, and Umoja Scholars Program. A new curricular pathway that combines developmental Reading, English, Academic Support, Counseling, and Humanities (REACH) will be implemented to serve student athletes of color. Counselors from each learning community program will work with the newly hired Student Success & Retention Services Counselor dedicated to African American and Latino/a students.</p> <p>Link to Goal: Participation and retention in the aforementioned programs will assist African American and Latino/a students stay on track as each of the program have built-in support from peer students and a dedicated counselor.</p> <p>Evaluation: Learning communities will retain at least 80% of its students. Each student success and retention program will track the number of African American and Latino/a students served and provide reporting in their annual program review.</p>								
B.1.3 B.2.3	X	Curriculum/course development or adaptation	X	Professional development	African American, 50 Filipino, 100 Latino/a, 100 Low Income, 125 Disabled, 50 Foster Youth, 25 Veterans, 25	Sep 2015 - Dec 2016	\$30,000.00	\$00,000.00
	Direct student support		Research and evaluation					
	Instructional support activities		Student equity coordination/ planning					
	Outreach		Student services or other categorical program					

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	<p>Activity Plan (implement): High Impact Practices Seminars Team Lead: Office of Equity, Social Justice, & Multicultural Education</p> <p>The Student Equity Program Coordinator II will assist with the high impact practices (HIP) seminars development and training of instructors, counselors, and staff who work with our target populations across the campus. The Program Coordinator II will collaborate with already existing HIP programs such as Learning Communities to develop models for scaling up, in addition to identifying new opportunities for the integration of HIP and equity praxis outside of programs already engaged in related practices. Basic skills will be infused across the seminars in an effort to deepen linkages between Basic Skills Initiative and Student Equity.</p> <p>Link to Goal: The Student Equity Program Coordinator II will provide critical training and resources to those interfacing with our target populations. The support from the Office of Equity, Social Justice, & Multicultural Education will ensure our efforts are in alignment with our equity initiatives and that our indicator goals are met.</p> <p>Evaluation: The Student Equity Program Coordinator II will track the number of HIP seminar participants and evaluate the programs for the successful implementation. Additionally, HIP seminar participants will receive pre- and post-tests of their learning and ability to implement HIP for access specific goals. The student equity research analyst will analyze these results and suggest further research if needed.</p>						
B.1.4 B.2.4	Curriculum/course development or adaptation		Professional development	Foster Youth, 30	Jan 2016 - Dec 2016	\$30,000.00	\$30,000.00 grant
X Direct student support		Research and evaluation					
Instructional support activities		Student equity coordination/ planning					
Outreach	X	Student services or other categorical program					
	<p>Activity Plan (implement): Foster Youth Support Services/RISE Program Team Lead: Office of Student Services</p> <p>Our college has partnered with the Silicon Valley's Children's Fund (SCVF) to implement the program, Relationship Inspiring Scholar Excellence (RISE) on our campus. RISE was developed to specifically address the high first-year dropout rate. The first year of college is a difficult transition for many young people, and even more so for foster youth who cannot rely on strong family support. SVCF campus-based RISE coaches (some of them former foster youth) create integrated support systems for new college students. De Anza currently has a RISE coach in our Counseling and Student Success Division Center.</p> <p>Current services available to foster youth include academic counseling, financial aid, Extended Opportunities Programs and Services, tutoring, psychological services, health services, and low cost local transit passes. Additional services being implemented include book loans, book vouchers, gas cards, peer mentoring, and targeted outreach to recruit more foster youth to attend our college.</p> <p>Link to Goal: The Foster Youth Support Services/RISE Program will help first-time college student transition to college life by providing critical foster youth student services and facilitating their course completions, graduation, and transfer.</p>						

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
Evaluation: The Foster Youth Counselor will track the number of foster youth served and provide reporting in their annual program review.							
B.1.5 B.2.5	Curriculum/course development or adaptation		Professional development	Veterans, 300	Jan 2016- Dec 2016	\$40,000.00	\$00,000.00
	Direct student support		Research and evaluation				
	Instructional support activities		Student equity coordination/ planning				
	Outreach	X	Student services or other categorical program				
<p>Activity Plan (implement): Veterans Resource Center Team Lead: Office of Student Services</p> <p>The Veterans Resource Center will serve 300 veteran students. The center will provide book vouchers, wrap-around support services, academic counseling/advising, personal counseling, educational planning, career services, mentoring, veteran resources fairs, workshops, and provide a space for veteran students to build a sense of community. The Veterans Counselor and Veterans Resource Specialist will work collaboratively to staff the Resource Center.</p> <p>The Veterans Resources Center will provide \$200.00 book vouchers for 100 veteran students. In addition, the Center will provide wrap-around support services, academic counseling/advising, personal counseling, educational planning, career services, mentoring, veteran resources fairs, workshops, and provide a space for veteran students to build a sense of community.</p> <p>Link to Goal: The book vouchers will help students acquire the text books they need to be successful in their courses and alleviate one college expense for them. The Veterans Counselor and other staff will support student success by helping to reduce academic probation rates and improving completion, graduation, and transfer rates of veteran students.</p> <p>Evaluation: The Veteran Resource Center Program is expected to improve course completion rate for veterans by 2%, and decrease academic probation by 1%.</p>							
B.1.6 B.2.6	Curriculum/course development or adaptation	X	Professional development	African American, 50 Filipino, 100 Latino/a, 100 Low Income, 125 Disabled, 50 Foster Youth, 25	Sep 2015 - Dec 2016	\$50,000	\$00,000.00
	Direct student support		Research and evaluation				
	Instructional support activities	X	Student equity coordination/ planning				

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	Outreach		Student services or other categorical program	Veterans, 25			
<p>Activity Plan (implement): Equity Core Teams Team Lead: Office of Equity, Social Justice, & Multicultural Education</p> <p>The Equity Core Teams, which consists of faculty, staff, and students, will review division equity data and develop strategic plans for addressing gaps and implementing high impact practices (HIP) in their respective areas. The Equity Core Teams is informed by and modeled after research and literature on Diversity Dialogue Groups, Faculty Interest Groups, The Equity Framework, and Courageous Conversations. The Office of Equity, Social Justice, & Multicultural Education director, program coordinator, and administrative assistant will provide training, coaching support, and coordination of the Equity Core Teams' program. This program will also invite experts from the field to provide equity coaching and program design consultation.</p>							
<p>Link to Goal: The Equity Office Director and Student Equity Program Coordinator II will provide critical training, coaching, and resources to those working with our target populations, as well as assist with curriculum enhancements, unconscious bias trainings, facilitation support, and team-specific development around the five equity indicators and related HIP. This support will further ensure our efforts are in alignment and our indicator goals are met.</p>							
<p>Evaluation: Participation in the Equity Core Team will be tracked and their programs evaluated for the successful implementation of HIP. Additionally, Equity Core Teams participants will complete the Harvard Implicit Bias Test and a pre- and post-test of their learning. The student equity research analyst will analyze these results and provide suggestions for further research if needed.</p>							
B.1.7 B.2.7		Curriculum/course development or adaptation	Professional development	Foster Youth, 50	Jan 2016 - Dec 2016	\$95,744.00	\$000,000
	X	Direct student support	Research and evaluation				
		Instructional support activities	Student equity coordination/ planning				
		Outreach	X Student services or other categorical program				
<p>Activity Plan (hire): Foster Youth Counselor Team Lead: Office of Student Services</p> <p>The Office of Student Services will hire one new Foster Youth Counselor who will be dedicated to serving current and former foster youth enrolled at the college. This new Counselor will specifically assist foster youth with course selection, development of educational and career goals, review of their educational plan, transfer planning, and facilitating students' academic progress. In addition, the Counselor will work closely with the other college service areas to assess needs and resources for foster youth and provide appropriate support both on campus as well as through referrals to community resources. The counselor will work with grants and other programs associated with providing intensive support services to the college's foster youth. The counselor will also be a point-of-contact to facilitate academic probation interventions and connect foster youth to academic support services to ensure their retention and success.</p>							

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds	
	<p>Link to Goal: The Counselor will build rapport and provide guidance to foster youth students in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p>Evaluation: The Counselor will strive to see at least 50 foster youth students and track the number of foster youth students served. The Counselor will also provide reporting in the annual program review.</p>							
		Curriculum/course development or adaptation		Professional development	Veterans, 200	Jan 2016 - Dec 2016	\$95,744.00	\$00,000.00
	X	Direct student support		Research and evaluation				
		Instructional support activities		Student equity coordination/ planning				
		Outreach	X	Student services or other categorical program				
B.1.8 B.2.8	<p>Activity Plan (hire): Veterans Counselor Team Lead: Office of Student Services</p> <p>The Office of Student Services will hire one new Veteran Counselor who will be dedicated to serving veteran students enrolled at the College. This new counselor will specifically assist veterans with course selection, development of educational and career goals, review of their educational plan, transfer planning, and facilitating students' academic progress. In addition, the counselor will work closely with the Veterans Resource Specialist and the Veterans Resource Center to assess needs and resources for veterans and provide appropriate support both on campus as well as through referrals to community resources. The counselor will also be a point-of-contact to facilitate academic probation interventions and connect veterans to academic support services to ensure their retention and success.</p> <p>Link to Goal: The Counselor will build rapport and provide guidance to veteran students in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p>Evaluation: The Counselor will strive to see at least 200 veteran students and track the number of students served. The Counselor will also provide reporting in the annual program review.</p>							
		Curriculum/course development or adaptation		Professional development	African American, 60 Latino/a, 120	Jan 2016 - Dec 2016	\$95,744.00	\$00,000.00
B.1.9 B.2.9	X	Direct student support		Research and evaluation				
		Instructional support activities		Student equity coordination/ planning				

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	Outreach	X	Student services or other categorical program				
<p>Activity Plan (hire): Student Success and Retention Services-Umoja Counselor Team Lead: Office of Instruction</p> <p>The Office of Instruction will hire one new Student Success and Retention Services-Umoja Counselor to assist African American and Latino/a students with their course planning. The Counselor will be a point-of-contact to facilitate academic probation interventions, including: encourage students to participate in learning communities such as First Year Experience, Higher Education for AB540 Students, Latino/a Empowerment at De Anza, Learning in Communities, Math Performance Success, Puente Project, and Umoja Scholars Program; facilitate students' academic progress and attendance at tutoring sessions; and coordinate the development of a new Umoja learning community that is aligned with the Statewide Umoja Consortium efforts.</p> <p>Link to Goal: The Counselor will build rapport and provide guidance to African American and Latino/a students in order to help them stay focused and engaged with their educational goals.</p> <p>Evaluation: The Counselor will strive to see at least 50 African American and 120 Latino/a students. The Student Success and Retention Services program will track the number of African American and Latino/a students served and provide reporting in their annual program review.</p>							
B.1.10 B.2.10	X	Curriculum/course development or adaptation	Professional development	African American, 50 Filipino, 50 Latino/a, 50 Low Income, 150 Disabled, 50 Foster Youth, 25 Veterans, 25	Sep 2015 - Dec 2016	\$32,957.00	\$40,000.00 IMPACT AAPI/BSI
	X	Direct student support	Research and evaluation				
	X	Instructional support activities	Student equity coordination/ planning				
		Outreach	Student services or other categorical program				
<p>Activity Plan (hire): Peer Mentoring Program Coordinator Team Lead: Office of Instruction</p> <p>The Office of Instruction will hire one Peer Mentoring Program Coordinator (.250 FTE REASSIGNED) to develop a campus-wide Peer Mentoring Program. This new Peer Mentoring Program will serve African American, Filipino, Latino/a, low income, foster youth, and veteran students and implement the following activities:</p> <ul style="list-style-type: none"> • culturally responsive peer mentor training for students and faculty • course assigned peer mentors for in areas with limited student services (e.g. Auto Tech, Biology, Business, Computer Science, etc.) • peer support to navigate college life • leadership development and skills training in working with campus and external partners 							

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds	
	<p><u>Link to Goal:</u> Participation and retention in the aforementioned program will assist students stay on track as each program will have built-in support from peer mentors.</p> <p><u>Evaluation:</u> The Peer Mentoring Program Coordinator will track the number of students served and provide reporting in their annual program review.</p>							
B.1.11		Curriculum/course development or adaptation	X	Professional development	African American, 60 Filipino, 50 Latino/a, 175 Low Income, 300 Foster Youth, 25	Sep 2015 - Dec 2016	\$160,357.0 0	\$00,000.00
		Direct student support		Research and evaluation				
	X	Instructional support activities		Student equity coordination/ planning				
	X	Outreach	X	Student services or other categorical program				
B.2.11	<p><u>Activity Plan (hire):</u> Director of Student Success and Retention Services Team Lead: Office of Instruction</p> <p>The Office of Instruction will hire one Director of Student Success and Retention Services (SSRS) to coordinate and expand SSRS programs such as Summer Bridge, First Year Experience, Puente Project, and Umoja Scholars Program within the context of Student Success and Support Program and Student Equity initiatives. The Director will collaborate with SSRS counselors/coordinators, Learning in Communities, Student Success Center, and instructional departments to track students' course and degree/certification completion.</p> <p><u>Link to Goal:</u> The Director of Student Success and Retention Services will be an additional support team member who will help assist with student success and equity initiatives.</p> <p><u>Evaluation:</u> Each program will track the number of African American, Filipino, and Latino/a students served and provide reporting in their annual program review.</p>							
B.1.12 B.2.12		Curriculum/course development or adaptation	X	Professional development	African American, 50 Filipino, 50 Latino/a, 100 Low Income, 100 Foster Youth, 50 Veterans, 50	Dec 2015- Dec 2016	\$111,978.0 0	\$00,000.00
		Direct student support		Research and evaluation				
	X	Instructional support activities		Student equity coordination/ planning				
	X	Outreach	X	Student services or other categorical program				

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	Activity Plan (hire): Director of STEM Pathways			Team Lead: Physical Sciences, Mathematics, and Engineering Division			
	The Physical Sciences, Mathematics, and Engineering Division will hire one Director of STEM Pathways to coordinate the Statway and Math Performance and Success Programs to ensure access and quality instruction for African American, Filipino, and Latino/a students. The Director will develop campus partnerships with SSRS programs, Learning in Communities, Outreach and Relations with Schools, Business/Computer Science, and Biological and Health Sciences.						
	Link to Goal: The Director of STEM Pathways is an additional support team member and will help with student success and equity initiatives.						
	Evaluation: The Director of STEM Pathways will track the number of African American, Filipino, and Latino/a students served and provide reporting in their annual program review.						
B.1.13	Curriculum/course development or adaptation	X	Professional development	African American, 50 Filipino, 75 Latino/a, 100 Low Income, 75	Nov 2015 - Dec 2016	\$77,269.00	\$00,000.00
	Direct student support		Research and evaluation				
	Instructional support activities	X	Student equity coordination/ planning				
	Outreach		Student services or other categorical program				
B.2.13	Activity Plan (continued position): Student Equity Program Coordinator II			Team Lead: Office of Equity, Social Justice, & Multicultural Education			
	The Office of Equity, Social Justice, and Multicultural Education will hire one Program Coordinator II to support the college's student equity planning initiatives and activities. The Program Coordinator II will assist with creating linkages among student success programs, professional development trainings, and overall strategic planning and implementation.						
	Link to Goal: The Program Coordinator II will work specifically with students, faculty, and staff on strategies to apply our equity conceptual framework, campus-wide collaborations, and high impact practices that could be utilized to support our target populations.						
	Evaluation: The Program Coordinator II will assist with the delivery of professional development trainings and programs, and provide coaching as needed.						
B.1.14	Curriculum/course development or adaptation		Professional development	N/A, ongoing support of Office of Equity and Staff Development Equity Related Professional	Jan 2016 - Dec 2016	\$66,384	\$000,000
B.2.14	Direct student support		Research and evaluation				

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	Instructional support activities	X	Student equity coordination/ planning	development			
	Outreach		Student services or other categorical program				
<p>Activity Plan (hire): Office of Equity Administrative Assistant Team Lead: Office of Equity, Social Justice, & Multicultural Education</p> <p>The Office of Equity, Social Justice, and Multicultural Education will hire a half-time administrative assistant to support the equity office and staff development office in meeting the college's equity planning goals and activities. The Administrative Assistant will specifically assist with budget tracking, record keeping, contracting, conference/training/workshop logistics, scheduling, and related office administration. In addition, the Administrative Assistant will also support linkages between the Office of Equity and Staff Development, which includes assisting with Partners In Learning, Service Excellence, and equity-related programs, that emphasize supporting classified staff in creating a welcoming environment for students and identifying linkages to the equity indicators.</p> <p>Link to Goal: The Administrative Assistant will work with the equity office as well as those accessing services from these campus-wide offices.</p> <p>Evaluation: The Administrative Assistant will help with all equity programming and services related to the state equity report initiatives.</p>							
B.1.15 B.2.15	Curriculum/course development or adaptation		Professional development	N/A, ongoing data analysis	Sep 2015 - Jun 2016	\$80,980.00	\$00,000.00
	Direct student support	X	Research and evaluation				
	Instructional support activities		Student equity coordination/ Planning				
	Outreach		Student services or other categorical program				
<p>Activity Plan (continued position): Student Equity Research Analyst Team Lead: Office of Instruction</p> <p>The Office of Instruction has hired a Research Analyst to support state-mandated equity reporting. The Research Analyst is building rapport and working with various college areas and programs to communicate the equity analysis and help embed evaluation/metrics into program activities that support and enhances equity initiatives. Furthermore, for professional development-related activities, the student equity research analyst will analyze and compare the course completion rates from courses taught by faculty participating in the training and those who were not able to participate.</p> <p>Link to Goal: The Research Analyst is communicating equity findings on target populations: age, gender, African American, Filipino, Latino/a, low income, disabled, foster youth, and veteran students.</p> <p>Evaluation: The Research Analyst provides equity data analysis during spring and fall quarters when the Equity Plan is undergoing planning and reporting to the governance groups. In addition, the Research Analyst provides ad hoc equity analysis as needed.</p>							

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	Curriculum/course development or adaptation	X	Professional development	African American, 75 Filipino, 75 Latino/a, 75 Low Income, 25 Disabled, 50 Foster Youth, 50 Veterans, 50	Sep 2015 - Dec 2016	\$83,903.00	\$00,000.00
	Direct student support		Research and evaluation				
	Instructional support activities	X	Student equity coordination/ planning				
	Outreach		Student services or other categorical program				
B.1.16 B.2.16	<p>Activity Plan (hire): Director of Equity Office (70% faculty reassigned time)</p> <p>The Director or the Office of Equity, Social Justice, and Multicultural Education will receive 70% reassigned time for related program development, co-facilitation of the high impact practices series, oversight and development of equity core team programs and services, supervision of the student equity program coordinator and equity office administrative assistant and related state equity work. The Director will also assist with the deepening of campus partnerships with Student Success and Retention Services programs, Learning in Communities, Outreach and Relations with Schools, Umoja, Higher Education for AB540 Students, Jean Miller Center for Gender and Sexualities, Foster Youth Programs, Disability Support Programs and Services, and Veterans affairs to ensure HIP implementation and linkages between identified strategies for student success.</p>				<p>Team Lead: Office of Instruction</p>		
	<p>Link to Goal: The Director will be a key leader and an additional support team member to assist with student success and equity initiatives.</p>						
	<p>Evaluation: The Director will track the number of faculty, staff, and administrators who participate in key professional development programs and the correlation with their participation and student impact. The student equity research analyst will analyze professional development and coaching program completion and related student impact.</p>						

**Success Indicator: ESL and Basic Skills
Completion**

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CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

- C. ESL AND BASIC SKILLS COMPLETION.** 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 English or math course compared to the number of those students who complete such a final ESL or basic skills English or math course.

Methodology

We used the percentage point gap methodology to assess any disparity in ESL and basic skills completion by our target populations: age, gender, race/ethnicity, low income, disabled, foster youth, and veterans. Successful course completion is defined as a credit course for which a student received a recorded grade of A, B, C, or Pass/Credit. The analyses in this section reflects two steps: (1) we provide the ESL and basic skills completion rate, which is calculated by taking each subgroup's completion count and dividing it by their respective ESL/basic skills course enrollment count, and (2) we provide the percentage point gap by taking each subgroup's completion rate minus the college ESL/basic skills completion rate. The State Chancellor's Office has determined a percentage point gap where $x \leq -3.0$, is evidence of disproportionate impact.

We utilized the California Community Colleges Chancellor's Office (CCCCO) 2014 Scorecard to disaggregate ESL and basic skills completion by age, gender, and race/ethnicity, low income, and disabled students. The Scorecard tracks a cohort of students for six years and consists of students who first enrolled in a course below college level in ESL, English, and math during 2008-09 and completed a college-level course in the same discipline. In order to evaluate ESL and basic skills completion for foster youth and veterans, we linked the Scorecard data to our local data.

Data Analysis

In 2014, De Anza's completion rate for ESL is 46.5%, for basic skills English is 73.1%, and for basic skills math is 53.8%.

Age

Summary: There appears to be an inverse relationship between age and ESL and basic skills completion—older age students are less likely to complete. Considering our students will spend an average of 3.5 years at our college, wherein they are likely to experience beyond schooling other life stages and competing demands, such as work, child care, and familial obligations. We recognize that we have more work to do in order to assist our students be successful and persist to the next basic skills sequence. Students age 18 to 24 comprise the majority of ESL and basic skills course enrollment. Their completion rates in ESL and basic skills English is higher than the college rate; and in basic skills Math, their course success rate is comparable to the college average. More detailed findings are provided below.

ESL Completion: Students age 18 to 24 comprise half (49.9%) of all ESL course enrollment and the majority (67.1%) of ESL course completion. Their ESL course completion rate of 62.5% is well above the college average rate, resulting in a positive percentage point gap of +16.0. With

the exception of the age group under 17 years, all other age groups have negative percentage point gaps, suggesting that there is an inverse relationship between age and ESL completion.

Basic Skills English Completion: Students age 18 to 24 comprise the majority (83.0%) of all basic skills English enrollment, and the majority (85.9%) of its successful completion. Their basic skills English completion rate of 75.6% is above the college average rate, resulting in a positive percentage point gap of +2.5. All other age groups have negative percentage gaps, indicating there is an inverse relationship between age and basic skills English completion.

Basic Skills Math Completion: While young adults age 18 to 24 have basic skills math completion rate (53.8%) that is analogous to the college, we would like to see their completion rate be higher. Students age 25 to 34 have a lower completion rate of 45.9%; and therefore, a negative percentage point gap of -8.0.

Gender

Summary: Female and male students complete ESL and basic skills at comparable rates, particularly in ESL and basic skills math. More detailed findings are provided below.

ESL Completion: Male student ESL course completion rate is 48.4%, which is above their female counterpart (45.4%) and the college completion rate. Female student has a negative percentage point gap of -1.1.

Basic Skills English Completion: Female student basic skills English completion rate is 75.5%, which is above both male student (70.8%) and the college average rate. Male student has a negative percentage point gap of -2.3.

Basic Skills Math Completion: Female and male students complete basic skills math at roughly similar rates, 55.5% and 52.2%, respectively. Compared to the college rate, female student has a positive percentage point gap of +1.7, whereas male student has a negative gap at -1.6.

Race/Ethnicity

Summary: Asian outperforms their racial/ethnic counterparts in ESL and basic skills completion. Among our target student groups, Filipino has higher ESL and basic skills completion rates than African American and Latino/a students. More detailed findings are provided below.

ESL Completion: Asian (53.4%) and Filipino (50.0%) students are the only two racial/ethnic groups to have ESL course completion rates that are higher than the college average rate. However, considering that Asians account for two-thirds of all ESL course enrollments, we would like to see their ESL completion rate be higher. Similarly, we would like to see the ESL completion rate for Filipino increase as well. For our remaining racial/ethnic target groups, African American (includes African ancestry) and Latino/a, they each have negative percentage point gaps of -22.7 and -22.3, respectively.

Basic Skills English Completion: Asian is the only racial/ethnic group to have a basic skills English completion rate (83.2%) that is higher than the college average rate. Among our racial/ethnic target populations, Filipino has the highest basic skills English completion rate of 71.9%, followed by African American (66.4%), and Latino/a (63.9%). Since all three of our racial/ethnic target groups' rates fall below the college completion rate, accordingly they each have a negative percentage gap: Latino/a (-9.2), African American (-6.7), and Filipino (-1.2).

Basic Skills Math Completion: Among our target populations, Filipino is the only group to have a positive percentage point gap of +2.0; however, we would like to see their basic skills math completion rate be higher. Similarly, we would like to see African American and Latino/a students' math completion rate increase as they both are below the college rate at 44.4% and 44.9%, respectively. Asian (+14.5) and White (+0.5) are the only racial/ethnic groups to have positive percentage point gaps.

Special Student Groups (low income, disabled, foster youth, and veterans)

Summary: An evaluation of our ESL and basic skills completion rates for our special student groups did not reveal quite a clear trend as compared to our age, gender, and racial/ethnic analyses. We could *directionally* report that our special student groups appear to fare relatively well in ESL completion given their positive percentage point gaps. This is not quite the case when we look at basic skills English and math—foster youth, low income, and disabled student completion rates could be improved. More detailed findings are provided below.

ESL Completion: Low-income student has an ESL completion rate of 47.8%, which is slightly above the college average rate, and gives them a positive percentage point gap of +1.3. Data for disabled, foster youth, and veteran students returned an ESL cohort of fewer than 10 students. Due to small size, we did not make an assessment of their ESL completion data.

Basic Skills English Completion: We have more work to do to assist our special student groups in completing basic skills English; notably, our foster youth (-26.7), disabled student (-12.2), and low-income (-3.0) students who have completion rates that lags behind the college rate. Veterans is the only special student group to have a positive percentage point gap at +23.5.

Basic Skills Math Completion: Foster youth has the lowest basic skills math completion rate at 25.9% for a negative percentage point gap of -27.9. All other special student groups have completion rates that are comparable to the college: low income (53.6%), disabled (54.5%), and veterans (63.2%).

Key Takeaway for Target Populations

De Anza's negative gaps for ESL and basic skills completion are found in the target groups listed below. A cursory gauge reveals that African American, Latino/a, foster youth, and 25 to 24 year-olds appear most frequently across the three indicators.

<u>ESL</u>	<u>Basic Skills English</u>	<u>Basic Skills Math</u>
1. African American (-22.7)	1. Foster Youth (-26.7)	1. Foster Youth (-27.9)
2. Latino/a (-22.3)	2. Age 25 to 34 (-12.8)	2. African American (-9.5)
3. Age 25 to 34 (-15.1)	3. Disabled (-12.2)	3. Latino/a (-8.9)
4. Female (-1.1)	4. Latino/a (-9.2)	4. Age 25 to 34 (-8.0)
	5. African American (-6.7)	5. Male (-1.6)
	6. Low Income (-3.0)	6. Low Income (-0.2)
	7. Male (-2.3)	
	8. Filipino (-1.2)	

In tables 12.0, 14.0, and 16.0, we calculated the number of additional students needed to move these target groups to the college completion rates for ESL and basic skills. For example, for ESL

completion, while the gaps for African American and Latino/a students at first glance appear large, if we had 5 and 13 additional ESL completions from African American and Latino/a students, respectively, their ESL completion rate could have been 46.5% rather than their actualize rate of 23.8% and 24.1%, respectively.

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Table 11.0 ESL Completion by Age, Gender, Race/Ethnicity, and Special Student Groups, 2014 (2008-09 Cohort)							
Target Populations	ESL Course Enrollment		ESL Course Completion		ESL Completion Rate		Percentage Point Gap
	Count	Percent	Count	Percent	Subgroup	College	
Age							
Under 17 years	31	3.4%	28	6.6%	90.3%	46.5%	N/A
18 to 24 years	453	49.9%	283	67.1%	62.5%	46.5%	+16.0
25 to 34 years	201	22.1%	63	14.9%	31.3%	46.5%	-15.1
35 to 49 years	193	21.3%	45	10.7%	23.3%	46.5%	-23.2
50 years and over	30	3.3%	3	0.7%	10.0%	46.5%	-36.5
Total	908	100.0%	422	100.0%	46.5%	-	-
Gender							
Female	571	62.9%	259	61.4%	45.4%	46.5%	-1.1
Male	337	37.1%	163	38.6%	48.4%	46.5%	+1.9
Unknown*	0	0.0%	0	0.0%	0.0%	46.5%	N/A
Total	908	100.0%	422	100.0%	46.5%	-	-
Race/Ethnicity							
African American	21	2.3%	5	1.2%	23.8%	46.5%	-22.7
American Indian/ Native American*	7	0.8%	2	0.5%	28.6%	46.5%	-17.9
Asian	599	66.0%	320	75.8%	53.4%	46.5%	+6.9
Filipino	14	1.5%	7	1.7%	50.0%	46.5%	+3.5
Latino/a	58	6.4%	14	3.3%	24.1%	46.5%	-22.3
Pacific Islander*	3	0.3%	0	0.0%	0.0%	46.5%	-46.5
Unknown	85	9.4%	32	7.6%	37.6%	46.5%	-8.8
White	121	13.3%	42	10.0%	34.7%	46.5%	-11.8
Total	908	100.0%	422	100.0%	46.5%	-	-
Special Student Groups							
Low Income	272	30.0%	130	30.8%	47.8%	46.5%	+1.3
Disabled*	9	1.0%	7	1.7%	77.8%	46.5%	+31.3
Foster Youth*	2	0.3%	1	0.4%	50.0%	46.5%	+3.5
Veterans*	5	0.8%	3	1.1%	60.0%	46.5%	+13.5
Source: 2014 CCCCO Scorecard (2008-09 cohort); 2014 FHDA IR&P ODS							
ESL Completion Rate = ESL course completion count divided by ESL course enrollment count							
Percentage Point Gap = subgroup ESL completion rate (%) minus college ESL completion rate (%)							
*Cohorts with fewer than ten need not be analyzed due to low reliability (T. Leigh, personal communication, August 28, 2015)							

Table 12.0 Number of Additional Students Needed to Have Avoided a Negative Gap, 2014 (2008-09 cohort)				
Equity Gap - Target Populations (ascending order)		Percent Loss	ESL Course Enrollment	Additional Students Needed to Move Subgroup to College Completion Rate*
1	African American	22.7	21	5
2	Latino/a	22.3	58	13
3	25 to 34 years	15.1	201	30
4	Female	1.1	571	6
*Calculated by multiplying subgroup's percent loss (%) and their respective ESL course enrollment count.				

Table 13.0 Basic Skills English Completion by Age, Gender, Race/Ethnicity, and Special Student Groups, 2014 (2008-09 Cohort)							
Target Populations	Basic Skills English Course Enrollment		Basic Skills English Course Completion		Basic Skills English Completion Rate		Percentage Point Gap
	Count	Percent	Count	Percent	Subgroup	College	
Age							
Under 17 years	132	6.5%	96	6.4%	72.7%	73.1%	N/A
18 to 24 years	1,698	83.0%	1,284	85.9%	75.6%	73.1%	+2.5
25 to 34 years	136	6.7%	82	5.5%	60.3%	73.1%	-12.8
35 to 49 years	60	2.9%	25	1.7%	41.7%	73.1%	-31.4
50 years and over	19	0.9%	8	0.5%	42.1%	73.1%	-31.0
Total	2,045	100.0%	1,495	100.0%	73.1%	-	-
Gender							
Female	1,001	48.9%	756	50.6%	75.5%	73.1%	+2.4
Male	1,044	51.1%	739	49.4%	70.8%	73.1%	-2.3
Unknown*	0	0.0%	0	0.0%	0.0%	73.1%	N/A
Total	2,045	100.0%	1,495	100.0%	73.1%	-	-
Race/Ethnicity							
African American	107	5.2%	71	4.7%	66.4%	73.1%	-6.7
American Indian/ Native American*	7	0.3%	4	0.3%	57.1%	73.1%	-16.0
Asian	698	34.1%	581	38.9%	83.2%	73.1%	+10.1
Filipino	171	8.4%	123	8.2%	71.9%	73.1%	-1.2
Latino/a	424	20.7%	271	18.1%	63.9%	73.1%	-9.2
Pacific Islander	32	1.6%	13	0.9%	40.6%	73.1%	-32.5
Unknown	200	9.8%	144	9.6%	72.0%	73.1%	-1.1
White	406	19.9%	288	19.3%	70.9%	73.1%	-2.2
Total	2,045	100.0%	1,495	100.0%	73.1%	-	-
Special Student Groups							
Low Income	797	39.0%	559	37.4%	70.1%	73.1%	-3.0
Disabled	110	5.4%	67	4.5%	60.9%	73.1%	-12.2
Foster Youth	28	2.0%	13	1.1%	46.4%	73.1%	-26.7
Veterans	29	2.1%	28	2.4%	96.6%	73.1%	+23.5
Source: 2014 CCCCO Scorecard (2008-09 cohort); 2014 FHDA IR&P ODS							
Basic Skills English Completion Rate = English course completion count divided by English course enrollment count							
Percentage Point Gap = subgroup English completion rate (%) minus college English completion rate (%)							
*Cohorts with fewer than ten need not be analyzed due to low reliability (T. Leigh, personal communication, August 28, 2015)							

Table 14.0 Number of Additional Students Needed to Have Avoided a Negative Gap, 2014 (2008-09 cohort)				
Equity Gap - Target Populations (ascending order)		Percent Loss	Basic Skills English Course Enrollment	Additional Students Needed to Move Subgroup to Overall Completion Rate*
1	Foster Youth	26.7	28	8
2	25 to 34 years	12.8	136	17
3	Disabled	12.2	110	13
4	Latino/a	9.2	424	39
5	African American	6.7	107	7
6	Low Income	3.0	797	24
7	Male	2.3	1,044	24
8	Filipino	1.2	171	2
*Calculated by multiplying subgroup's percent loss (%) and their respective basic skills English course enrollment count.				

Table 15.0 Basic Skills Math Completion by Age, Gender, Race/Ethnicity, and Special Student Groups, 2014 (2008-09 Cohort)							
Target Populations	Basic Skills Math Course Enrollment		Basic Skills Math Course Completion		Basic Skills Math Completion Rate		Percentage Point Gap
	Count	Percent	Count	Percent	Subgroup	College	
Age							
Under 17 years	129	5.5%	82	6.5%	63.6%	53.8%	N/A
18 to 24 years	1,881	79.8%	1,012	79.7%	53.8%	53.8%	0.0
25 to 34 years	229	9.7%	105	8.3%	45.9%	53.8%	-8.0
35 to 49 years	99	4.2%	60	4.7%	60.6%	53.8%	+6.8
50 years and over	20	0.8%	10	0.8%	50.0%	53.8%	-3.8
Total	2,358	100.0%	1,269	100.0%	53.8%	-	-
Gender							
Female	1,166	49.4%	647	51.0%	55.5%	53.8%	+1.7
Male	1,192	50.6%	622	49.0%	52.2%	53.8%	-1.6
Unknown*	0	0.0%	0	0.0%	0.0%	53.8%	N/A
Total	2,358	100.0%	1,269	100.0%	53.8%	-	-
Race/Ethnicity							
African American	142	6.0%	63	5.0%	44.4%	53.8%	-9.5
American Indian/ Native American	13	0.6%	7	0.6%	53.8%	53.8%	0.0
Asian	445	18.9%	304	24.0%	68.3%	53.8%	+14.5
Filipino	224	9.5%	125	9.9%	55.8%	53.8%	+2.0
Latino/a	606	25.7%	272	21.4%	44.9%	53.8%	-8.9
Pacific Islander	39	1.7%	17	1.3%	43.6%	53.8%	-10.2
Unknown	287	12.2%	154	12.1%	53.7%	53.8%	-0.2
White	602	25.5%	327	25.8%	54.3%	53.8%	+0.5
Total	2,358	100.0%	1,269	100.0%	53.8%	-	-
Special Student Groups							
Low Income	892	37.8%	478	37.7%	53.6%	53.8%	-0.2
Disabled	112	4.7%	61	4.8%	54.5%	53.8%	+0.6
Foster Youth	27	1.5%	7	0.7%	25.9%	53.8%	-27.9
Veterans	38	2.1%	24	2.3%	63.2%	53.8%	+9.4
Source: 2014 CCCCO Scorecard (2008-09 cohort); 2014 FHDA IR&P ODS							
Basic Skills Math Completion Rate = Math course completion count divided by Math course enrollment count							
Percentage Point Gap = subgroup Math completion rate (%) minus college Math completion rate (%)							
*Cohorts with fewer than ten need not be analyzed due to low reliability (T. Leigh, personal communication, August 28, 2015)							

Table 16.0 Number of Additional Students Needed to Have Avoided a Negative Gap, 2014				
Equity Gap - Target Populations (ascending order)		Percent Loss	Basic Skills Math Course Enrollment	Additional Students Needed to Move Subgroup to Overall Completion Rate*
1	Foster Youth	27.9	27	8
2	African American	9.5	142	13
3	Latino/a	8.9	606	54
4	25 to 34 years	8.0	229	18
5	Male	1.6	1,192	19
6	Low Income	0.2	892	2
*Calculated by multiplying subgroup's percent loss (%) and their respective basic skills Math course enrollment count.				

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.1: The goal is to improve ESL completion for target populations experiencing disproportionate impact.

GOAL C.2: The goal is to improve basic skills English completion for target populations experiencing disproportionate impact.

GOAL C.3: The goal is to improve basic skills Math completion for target populations experiencing disproportionate impact.

Target Population(s)	Achievement Gap, 2014		Desired Goal, 2020	
	Current Gap	Additional Students Needed to Move Subgroups to College Rate	Percentage Point Gap*	Numeric Goal
ESL Completion				
1. African American	-22.7	5	Reduce gap by 100% (no gap)	5 additional completions
2. Latino/a	-22.3	13	Reduce gap by 50% or to -11.2	7 additional completions
3. Age 25 to 34	-15.1	30	Reduce gap by 33% or to -10.1	10 additional completions
Basic Skills English Completion				
1. Foster Youth	-26.7	8	Reduce gap by 100% (no gap)	8 additional completions
2. Age 25 to 34	-12.8	17	Reduce gap by 50% or to -6.4%	9 additional completions
3. Disabled	-12.2	13	Reduce gap by 50% or to -6.1%	7 additional completions
4. Latino/a	-9.2	39	Reduce gap by 33% or to -6.1	13 additional completions
5. African American	-6.7	7	Reduce gap by 100% (no gap)	7 additional completions
6. Low Income	-3.0	24	Reduce gap by 33% or to -2.0%	8 additional completions
Basic Skills Math Completion				
1. Foster Youth	-27.9	8	Reduce gap by 100% (no gap)	7 additional completions
2. African American	-9.5	13	Reduce gap by 50% or to -4.5%	7 additional completions
3. Latino/a	-8.9	54	Reduce gap by 33% or to -6.0%	18 additional completions
4. Age 25 to 34	-8.0	18	Reduce gap by 50% or to -4.0%	9 additional completions
*The goal was determined using the following scale: if number of students needed to move subgroup to the college rate is 1-10 students = reduce gap by 100% (no gap); 11-20 students = reduce gap by 50%; and 21 or more students = reduce gap by 33%				

ACTIVITIES: ESL AND BASIC SKILLS COURSE COMPLETION (C.1.1 to C.3.14)

Note: The activities listed in this section of the report are intended to support the success of student population(s) found to be disproportionately impacted. We also detail services and programming that facilitate positive student outcomes for all students.

ID	Activity Type(s)				Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
C.1.1 C.2.1 C.3.1	X	Curriculum/course development or adaptation	X	Professional development	African American, 50 Latino/a, 100 Low Income, 175 Foster Youth, 25	Sep 2015 - Jun 2016	\$60,000.00	\$15,000.00 IMPACT AAPI
	X	Direct student support		Research and evaluation				
		Instructional support activities		Student equity coordination/ planning				
		Outreach	X	Student services or other categorical program				
<p>Activity Plan (implement): Expanding Learning Communities/Curricular Pathways Team Lead: Learning in Communities and Student Success & Retention Services</p> <p>The learning communities that generally have high participation from African American and Latino/a students include: First Year Experience, Latino/a Empowerment at De Anza, Learning in Communities, Puente Project, and Umoja Scholars Program. A new curricular pathway that combines developmental Reading, English, Academic Support, Counseling, and Humanities (REACH) will be implemented to serve student athletes of color. Counselors from each learning community program will work with the newly hired Student Success & Retention Services Counselor dedicated to African American and Latino/a students.</p> <p>Link to Goal: Participation and retention in the aforementioned programs will assist African American and Latino/a students stay on track as each of the program have built-in support from peer students and a dedicated counselor.</p> <p>Evaluation: Learning communities will retain at least 80% of its students. Each student success and retention program will track the number of African American and Latino/a students served and provide reporting in their annual program review.</p>								
C.1.2 C.2.2 C.3.2	X	Curriculum/course development or adaptation	X	Professional development	African American, 50 Filipino, 100 Latino/a, 100 Low Income, 125 Disabled, 50 Foster Youth, 25 Veterans, 25	Sep 2015 - Dec 2016	\$30,000.00	\$00,000.00
	Direct student support		Research and evaluation					
	Instructional support activities		Student equity coordination/ planning					
	Outreach		Student services or other categorical program					

ID	Activity Type(s)		Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds		
	Activity Plan (implement): High Impact Practices Seminars		Team Lead: Office of Equity, Social Justice, & Multicultural Education					
	The Student Equity Program Coordinator II will assist with the high impact practices (HIP) seminars development and training of instructors, counselors, and staff who work with our target populations across the campus. The Program Coordinator II will collaborate with already existing HIP programs such as Learning Communities to develop models for scaling up, in addition to identifying new opportunities for the integration of HIP and equity praxis outside of programs already engaged in related practices. Basic skills will be infused across the seminars in an effort to deepen linkages between Basic Skills Initiative and Student Equity.							
	Link to Goal: The Student Equity Program Coordinator II will provide critical training and resources to those interfacing with our target populations. The support from the Office of Equity, Social Justice, & Multicultural Education will ensure our efforts are in alignment with our equity initiatives and that our indicator goals are met.							
	Evaluation: The Student Equity Program Coordinator II will track the number of HIP seminar participants and evaluate the programs for the successful implementation. Additionally, HIP seminar participants will receive pre- and post-tests of their learning and ability to implement HIP for access specific goals. The student equity research analyst will analyze these results and suggest further research if needed.							
	X	Curriculum/course development or adaptation	X	Professional development	African American, 50 Filipino, 100 Latino/a, 100 Low Income, 125 Disabled, 50 Foster Youth, 25 Veterans, 25	Jan 2016- Dec 2016	\$10,000.00	\$00,000.00
		Direct student support	X	Research and evaluation				
		Instructional support activities		Student equity coordination/ planning				
		Outreach		Student services or other categorical program				
C.1.3 C.2.3 C.3.3	Activity Plan (implement): Faculty and Staff Inquiry Tool		Team Lead: Office of Institutional Research and Planning					
	In winter quarter 2016, De Anza will launch an internal web-based reporting tool where faculty, administrators, and staff can access data from completed (graded) terms up to the previous three years, on specific student outcome measures, such as enrollment, success, and retention. They will have the capability to (1) disaggregate the data by various student characteristics/groupings, (2) disaggregate the data by various course characteristics, (3) compare outcomes between select courses and student groups, and (4) compare their own section to all other sections aggregated. Faculty, administrators, and staff will need to sign-in via their MyPortal Employee tab in order to access the inquiry tool. Training will be conducted in phases, and the roll-out will include about 75-100 employees.							
	Link to Goal: The activity provides employees with convenient, end-of-term access to their student outcomes, disaggregated by course and student characteristics, to aid in the exploration of equitable outcomes for all students.							
	Evaluation: The student equity research analyst will track the number of employees who utilize the tool. Additionally, an annual survey will be sent to users to capture feedback on how they used the tool, if any curricular or programmatic changes were made based on information from the tool, and what type of reflection and dialogue stemmed from the information they gathered.							

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds	
C.1.4 C.2.4 C.3.4		Curriculum/course development or adaptation	X	Professional development	African American, 50 Filipino, 100 Latino/a, 100 Low Income, 125 Disabled, 50 Foster Youth, 25 Veterans, 25	Sep 2015 - Dec 2016	\$50,000	\$00,000.00
		Direct student support		Research and evaluation				
		Instructional support activities	X	Student equity coordination/ planning				
		Outreach		Student services or other categorical program				
<p>Activity Plan (implement): Equity Core Teams Team Lead: Office of Equity, Social Justice, & Multicultural Education</p> <p>The Equity Core Teams, which consists of faculty, staff, and students, will review division equity data and develop strategic plans for addressing gaps and implementing high impact practices (HIP) in their respective areas. The Equity Core Teams is informed by and modeled after research and literature on Diversity Dialogue Groups, Faculty Interest Groups, The Equity Framework, and Courageous Conversations. The Office of Equity, Social Justice, & Multicultural Education director, program coordinator, and administrative assistant will provide training, coaching support, and coordination of the Equity Core Teams' program. This program will also invite experts from the field to provide equity coaching and program design consultation.</p> <p>Link to Goal: The Equity Office Director and Student Equity Program Coordinator II will provide critical training, coaching, and resources to those working with our target populations, as well as assist with curriculum enhancements, unconscious bias trainings, facilitation support, and team-specific development around the five equity indicators and related HIP. This support will further ensure our efforts are in alignment and our indicator goals are met.</p> <p>Evaluation: Participation in the Equity Core Team will be tracked and their programs evaluated for the successful implementation of HIP. Additionally, Equity Core Teams participants will complete the Harvard Implicit Bias Test and a pre- and post-test of their learning. The student equity research analyst will analyze these results and provide suggestions for further research if needed.</p>								
C.1.5 C.2.5 C.3.5		Curriculum/course development or adaptation		Professional development	Foster Youth, 50	Jan 2016 - Dec 2016	\$95,744.00	\$000,000
	X	Direct student support		Research and evaluation				
		Instructional support activities		Student equity coordination/ planning				
		Outreach	X	Student services or other categorical program				

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	<p>Activity Plan (hire): Foster Youth Counselor</p> <p>The Office of Student Services will hire one new Foster Youth Counselor who will be dedicated to serving current and former foster youth enrolled at the college. This new Counselor will specifically assist foster youth with course selection, development of educational and career goals, review of their educational plan, transfer planning, and facilitating students' academic progress. In addition, the Counselor will work closely with the other college service areas to assess needs and resources for foster youth and provide appropriate support both on campus as well as through referrals to community resources. The counselor will work with grants and other programs associated with providing intensive support services to the college's foster youth. The counselor will also be a point-of-contact to facilitate academic probation interventions and connect foster youth to academic support services to ensure their retention and success.</p> <p>Link to Goal: The Counselor will build rapport and provide guidance to foster youth students in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p>Evaluation: The Counselor will strive to see at least 50 foster youth students and track the number of foster youth students served. The Counselor will also provide reporting in the annual program review.</p>						
C.1.6 C.2.6 C.3.6			Curriculum/course development or adaptation	Veterans, 200	Jan 2016 - Dec 2016	\$95,744.00	\$00,000.00
X		Professional development					
		Research and evaluation					
		Student equity coordination/ planning					
		X	Outreach				
	<p>Activity Plan (hire): Veterans Counselor</p> <p>The Office of Student Services will hire one new Veteran Counselor who will be dedicated to serving veteran students enrolled at the College. This new counselor will specifically assist veterans with course selection, development of educational and career goals, review of their educational plan, transfer planning, and facilitating students' academic progress. In addition, the counselor will work closely with the Veterans Resource Specialist and the Veterans Resource Center to assess needs and resources for veterans and provide appropriate support both on campus as well as through referrals to community resources. The counselor will also be a point-of-contact to facilitate academic probation interventions and connect veterans to academic support services to ensure their retention and success.</p> <p>Link to Goal: The Counselor will build rapport and provide guidance to veteran students in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p>Evaluation: The Counselor will strive to see at least 200 veteran students and track the number of students served. The Counselor will also provide reporting in the annual program review.</p>						

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds	
		Curriculum/course development or adaptation		Professional development	African American, 60 Latino/a, 120	Jan 2016 - Dec 2016	\$95,744.00	\$00,000.00
	X	Direct student support		Research and evaluation				
		Instructional support activities		Student equity coordination/ planning				
		Outreach	X	Student services or other categorical program				
C.1.7 C.2.7 C.3.7	<p>Activity Plan (hire): Student Success and Retention Services-Umoja Counselor Team Lead: Office of Instruction</p> <p>The Office of Instruction will hire one new Student Success and Retention Services-Umoja Counselor to assist African American and Latino/a students with their course planning. The Counselor will be a point-of-contact to facilitate academic probation interventions, including: encourage students to participate in learning communities such as First Year Experience, Higher Education for AB540 Students, Latino/a Empowerment at De Anza, Learning in Communities, Math Performance Success, Puente Project, and Umoja Scholars Program; facilitate students' academic progress and attendance at tutoring sessions; and coordinate the development of a new Umoja learning community that is aligned with the Statewide Umoja Consortium efforts.</p> <p>Link to Goal: The Counselor will build rapport and provide guidance to African American and Latino/a students in order to help them stay focused and engaged with their educational goals.</p> <p>Evaluation: The Counselor will strive to see at least 50 African American and 120 Latino/a students. The Student Success and Retention Services program will track the number of African American and Latino/a students served and provide reporting in their annual program review.</p>							
C.1.8 C.2.8 C.3.8	X	Curriculum/course development or adaptation		Professional development	African American, 50 Filipino, 50 Latino/a, 50 Low Income, 150 Disabled, 50 Foster Youth, 25 Veterans, 25	Sep 2015 - Dec 2016	\$32,957.00	\$40,000.00 IMPACT AAPI/BSI
	X	Direct student support		Research and evaluation				
	X	Instructional support activities		Student equity coordination/ planning				
		Outreach		Student services or other categorical program				

ID	Activity Type(s)		Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds		
	Activity Plan (hire): Peer Mentoring Program Coordinator					Team Lead: Office of Instruction		
	<p>The Office of Instruction will hire one Peer Mentoring Program Coordinator (.250 FTE REASSIGNED) to develop a campus-wide Peer Mentoring Program. This new Peer Mentoring Program will serve African American, Filipino, Latino/a, low income, foster youth, and veteran students and implement the following activities:</p> <ul style="list-style-type: none"> • culturally responsive peer mentor training for students and faculty • course assigned peer mentors for in areas with limited student services (e.g. Auto Tech, Biology, Business, Computer Science, etc.) • peer support to navigate college life • leadership development and skills training in working with campus and external partners 							
	Link to Goal: Participation and retention in the aforementioned program will assist students stay on track as each program will have built-in support from peer mentors.							
	Evaluation: The Peer Mentoring Program Coordinator will track the number of students served and provide reporting in their annual program review.							
		Curriculum/course development or adaptation	X	Professional development				
		Direct student support		Research and evaluation	African American, 60 Filipino, 50 Latino/a, 175 Low Income, 300 Foster Youth, 25	Sep 2015 - Dec 2016		
	X	Instructional support activities		Student equity coordination/planning			\$160,357.0 0	\$00,000.00
	X	Outreach	X	Student services or other categorical program				
C.1.9 C.2.9 C.3.9	Activity Plan (hire): Director of Student Success and Retention Services							Team Lead: Office of Instruction
	<p>The Office of Instruction will hire one Director of Student Success and Retention Services (SSRS) to coordinate and expand SSRS programs such as Summer Bridge, First Year Experience, Puente Project, and Umoja Scholars Program within the context of Student Success and Support Program and Student Equity initiatives. The Director will collaborate with SSRS counselors/coordinators, Learning in Communities, Student Success Center, and instructional departments to track students' course and degree/certification completion.</p>							
	Link to Goal: The Director of Student Success and Retention Services will be an additional support team member who will help assist with student success and equity initiatives.							
	Evaluation: Each program will track the number of African American, Filipino, and Latino/a students served and provide reporting in their annual program review.							

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds	
C.1.10 C.2.10 C.3.10		Curriculum/course development or adaptation	X	Professional development	African American, 50 Filipino, 50 Latino/a, 100 Low Income, 100 Foster Youth, 50 Veterans, 50	Dec 2015- Dec 2016	\$111,978.0 0	\$00,000.00
		Direct student support		Research and evaluation				
	X	Instructional support activities		Student equity coordination/ planning				
	X	Outreach	X	Student services or other categorical program				
Activity Plan (hire): Director of STEM Pathways				Team Lead: Physical Sciences, Mathematics, and Engineering Division				
<p>The Physical Sciences, Mathematics, and Engineering Division will hire one Director of STEM Pathways to coordinate the Statway and Math Performance and Success Programs to ensure access and quality instruction for African American, Filipino, and Latino/a students. The Director will develop campus partnerships with SSRS programs, Learning in Communities, Outreach and Relations with Schools, Business/Computer Science, and Biological and Health Sciences.</p>								
<p>Link to Goal: The Director of STEM Pathways is an additional support team member and will help with student success and equity initiatives.</p>								
<p>Evaluation: The Director of STEM Pathways will track the number of African American, Filipino, and Latino/a students served and provide reporting in their annual program review.</p>								
C.1.11 C.2.11 C.3.11		Curriculum/course development or adaptation	X	Professional development	African American, 50 Filipino, 75 Latino/a, 100 Low Income, 75	Nov 2015 - Dec 2016	\$77,269.00	\$00,000.00
		Direct student support		Research and evaluation				
		Instructional support activities	X	Student equity coordination/ planning				
		Outreach		Student services or other categorical program				
Activity Plan (continued position): Student Equity Program Coordinator II				Team Lead: Office of Equity, Social Justice, & Multicultural Education				
<p>The Office of Equity, Social Justice, and Multicultural Education will hire one Program Coordinator II to support the college's student equity planning initiatives and activities. The Program Coordinator II will assist with creating linkages among student success programs, professional development trainings, and overall strategic planning and implementation.</p>								
<p>Link to Goal: The Program Coordinator II will work specifically with students, faculty, and staff on strategies to apply our equity conceptual framework, campus-wide collaborations, and high impact practices that could be utilized to support our target populations.</p>								

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	Evaluation: The Program Coordinator II will assist with the delivery of professional development trainings and programs, and provide coaching as needed.						
C.1.12 C.2.12 C.3.12	Curriculum/course development or adaptation		Professional development	N/A, ongoing support of Office of Equity and Staff Development Equity Related Professional development	Jan 2016 - Dec 2016	\$66,384	\$000,000
	Direct student support		Research and evaluation				
	Instructional support activities	X	Student equity coordination/ planning				
	Outreach		Student services or other categorical program				
	<p>Activity Plan (hire): Office of Equity Administrative Assistant Team Lead: Office of Equity, Social Justice, & Multicultural Education</p> <p>The Office of Equity, Social Justice, and Multicultural Education will hire a half-time administrative assistant to support the equity office and staff development office in meeting the college's equity planning goals and activities. The Administrative Assistant will specifically assist with budget tracking, record keeping, contracting, conference/training/workshop logistics, scheduling, and related office administration. In addition, the Administrative Assistant will also support linkages between the Office of Equity and Staff Development, which includes assisting with Partners In Learning, Service Excellence, and equity-related programs, that emphasize supporting classified staff in creating a welcoming environment for students and identifying linkages to the equity indicators.</p> <p>Link to Goal: The Administrative Assistant will work with the equity office as well as those accessing services from these campus-wide offices.</p> <p>Evaluation: The Administrative Assistant will help with all equity programming and services related to the state equity report initiatives.</p>						
C.1.13 C.2.13 C.3.13	Curriculum/course development or adaptation		Professional development	N/A, ongoing data analysis	Sep 2015 - Jun 2016	\$80,980.00	\$00,000.00
	Direct student support	X	Research and evaluation				
	Instructional support activities		Student equity coordination/ Planning				
	Outreach		Student services or other categorical program				

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	<p>Activity Plan (continued position): Student Equity Research Analyst Team Lead: Office of Instruction</p> <p>The Office of Instruction has hired a Research Analyst to support state-mandated equity reporting. The Research Analyst is building rapport and working with various college areas and programs to communicate the equity analysis and help embed evaluation/metrics into program activities that support and enhances equity initiatives. Furthermore, for professional development-related activities, the student equity research analyst will analyze and compare the course completion rates from courses taught by faculty participating in the training and those who were not able to participate.</p> <p><u>Link to Goal:</u> The Research Analyst is communicating equity findings on target populations: age, gender, African American, Filipino, Latino/a, low income, disabled, foster youth, and veteran students.</p> <p><u>Evaluation:</u> The Research Analyst provides equity data analysis during spring and fall quarters when the Equity Plan is undergoing planning and reporting to the governance groups. In addition, the Research Analyst provides ad hoc equity analysis as needed.</p>						
	Curriculum/course development or adaptation	X	Professional development	African American, 75 Filipino, 75 Latino/a, 75 Low Income, 25 Disabled, 50 Foster Youth, 50 Veterans, 50	Sep 2015 - Dec 2016	\$83,903.00	\$00,000.00
	Direct student support		Research and evaluation				
	Instructional support activities	X	Student equity coordination/planning				
	Outreach		Student services or other categorical program				
C.1.14 C.2.14 C.3.14	<p>Activity Plan (hire): Director of Equity Office (70% faculty reassigned time) Team Lead: Office of Instruction</p> <p>The Director or the Office of Equity, Social Justice, and Multicultural Education will receive 70% reassigned time for related program development, co-facilitation of the high impact practices series, oversight and development of equity core team programs and services, supervision of the student equity program coordinator and equity office administrative assistant and related state equity work. The Director will also assist with the deepening of campus partnerships with Student Success and Retention Services programs, Learning in Communities, Outreach and Relations with Schools, Umoja, Higher Education for AB540 Students, Jean Miller Center for Gender and Sexualities, Foster Youth Programs, Disability Support Programs and Services, and Veterans affairs to ensure HIP implementation and linkages between identified strategies for student success.</p> <p><u>Link to Goal:</u> The Director will be a key leader and an additional support team member to assist with student success and equity initiatives.</p> <p><u>Evaluation:</u> The Director will track the number of faculty, staff, and administrators who participate in key professional development programs and the correlation with their participation and student impact. The student equity research analyst will analyze professional development and coaching program completion and related student impact.</p>						

Success Indicator: Degree and Certificate Completion

DRAFT

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. 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 as documented in the student educational plan developed with a counselor/advisor.

Methodology

We analyzed degree completion separately from certificate completion as some student groups may be more inclined to seek a degree versus a certificate and vice versa. Degree and certificate completion data was disaggregated by age, gender, race/ethnicity, low income, disabled, foster youth, and veterans; and the percentage point gap methodology was used to assess achievement gaps. Degree- and certificate-seeking students are defined as first-time college students who indicated their educational goal is to obtain a degree or certificate.

The analyses in this section reflect two steps. First, we provide the degree completion rate, which is calculated by taking each subgroup's completion count and dividing it by their respective degree-seeking population count. Secondly, we provide the percentage point gap by taking each subgroup's completion rate minus the college degree completion rate. The same steps were repeated for certificate completion. The State Chancellor's Office has determined a percentage point gap where $x \leq -3.0$, is evidence of disproportionate impact.

We utilized the California Community Colleges Chancellor's Office (CCCCO) 2014 Scorecard to disaggregate degree and certificate completion by age, gender, and race/ethnicity, low income, and disabled target populations. The criteria to be in a Scorecard cohort reflects the percentage of first-time students with minimum of 6.0 units earned who attempted any English or math course in the first three years and achieved a degree or certificate within six years of entry. The cohort for this report started in 2008-09. In order to evaluate degree and certificate completion for foster youth and veterans, we linked the Scorecard data to our local data.

Data Analysis

In the 2014 Scorecard, De Anza had 638 degree and 99 certificate completions. The college degree and certificate completion rates are 18.5% and 2.9%, respectively.

Age

Summary: For most of the age subgroups, their degree and certificate completion rates are comparable to the college rate. Students age 18 to 24 has certificate completion rate that is analogous and degree completion rate that is higher than the college. More detailed findings are provided below.

Degree Completion: With the exception of students age 25 to 49 years, all other age groups' degree completion rates are above the college's average rate. Specifically, 18 to 24 year-olds has a degree completion rate of 19.8% for a positive percentage point gap of +1.4.

Certificate Completion: All age groups have certificate completion rates that are on par or higher than the college rate. Students age 18 to 24 have a completion rate of 2.8%.

Gender

Summary: Male student's degree and certificate completion rates are lower than female student. In addition, male student's degree completion rate is lower than the college rate. More detailed findings are provided below.

Degree Completion: Male degree completion rate of 15.2% trails their female counterpart (22.0%) and the college (18.5%). Therefore, male has a negative percentage point gap of -3.2.

Certificate Completion: Though male student's certificate completion rate (2.3%) is comparable to the college, they are less likely than their female counterpart to earn a certificate.

Race/Ethnicity:

Summary: Asian, White, and Latino/a students comprise over three-fourths of degrees and certificates earned. This is not too surprising since they represent the majority of degree- and certificate-seeking students. Among our target populations, African American, Filipino, and Latino/a students have degree completion rates above the college rate. When we examine their certificate completion rates, we find that only African American earn certificates higher than the college rate.

Degree Completion: Asian account for the largest percentage of students who earn a degree (40.1%), followed by White (20.1%), and Latino/a (17.4%). For our racial/ethnic target populations, they all earn a degree at higher rates than compared to the college, giving them positive percentage point gaps of +4.6 for African American, +3.4 for Filipino, and +1.1 for Latino/a. The largest negative percentage point gaps are seen in White (-1.9) and Pacific Islander (-1.4) students.

Certificate Completion: Similar to the trend we observed for degree completion, Asian, White, and Latino/a student account for the majority of certificates earned. Compared to the college, our target populations' certificate completion rates are lower, giving them negative percentage point gaps of -1.5 for Filipino and -0.9 for Latino/a. African American is the only racial/ethnic target group to have a positive percentage point gap of +0.7.

Special Student Groups (low income, disabled, foster youth, and veterans)

Summary: Our special student groups fare relatively well in certificate completions, performing equivalent or higher than the college rate. For degree completion, we observe an achievement gap with disabled students.

Degree Completion: Low-income and veteran students have degree completion rates above the college rate at +4.1 and +16.1 respectively. In contrast, disabled student's degree completion rate is lower than the college; consequently, they have a negative percentage point gap of -6.4. Foster youth earn a degree at a comparable rate (18.2%) as the college.

Certificate Completion: All of our special student groups have positive percentage point gaps for certificate completions. Foster youth has the largest gains at +6.2, followed by veterans (+4.8%), disabled (+2.4), and low income (+0.1).

Key Takeaway for Target Populations

De Anza's negative gaps are found in the target groups listed below. The only group that has a negative percentage point gap in both degree and certificate completion is male student.

<u>Degree Completion</u>	<u>Certificate Completion</u>
1. Disabled (-6.4)	1. Filipino (-1.5)
2. Male (-3.2)	2. Latino/a (-0.9)
3. Age 25 to 34 (-3.0)	3. Male (-0.6)
4. Foster youth (-0.3)	4. Age 18 to 24 years (-0.1)

In tables 18.0 and 20.0, we calculated the number of additional students needed to move these target groups to the respective college degree and certificate completion rates. For instance, we needed to have 58 additional degree and 11 additional certificate completions from male students to bring their completion rate to 18.5% and 2.9%, respectively. Instead, their actualized completion rate is 15.2% for degree and 2.3% for certificate completions.

The certificate completion gaps observed for Filipino, Latino/a, male, and 18 to 24-year olds are above our college State Chancellor's cutoff for disproportionate impact; and therefore we are dedicating our equity efforts to closing the achievement gaps for degree completion. For this reason, we prioritize the aforementioned subgroups and our activities aim to increase degree completion among 25 to 34 year-olds, male, and disabled students.

**Table 17.0 Degree Completion
by Age, Gender, Race/Ethnicity, and Special Student Groups, 2014 (2008-09 Cohort)**

Target Populations	Degree-Seeking Population		Degree Completion		Degree Completion Rate		Percentage Point Gap
	Count	Percent	Count	Percent	Subgroup	College	
Age							
Under 17 years	1,285	37.2%	210	32.9%	16.3%	18.5%	N/A
18 to 24 years	2,033	58.8%	403	63.2%	19.8%	18.5%	+1.4
25 to 34 years	84	2.4%	13	2.0%	15.5%	18.5%	-3.0
35 to 49 years	45	1.3%	8	1.3%	17.8%	18.5%	-0.7
50 years and over	10	0.3%	4	0.6%	40.0%	18.5%	+21.5
Total	3,457	100.0%	638	100.0%	18.5%	-	-
Gender							
Female	1,643	47.5%	362	56.7%	22.0%	18.5%	+3.6
Male	1,813	52.4%	276	43.3%	15.2%	18.5%	-3.2
Unknown*	1	0.0%	0	0.0%	0.0%	18.5%	N/A
Total	3,457	100.0%	638	100.0%	18.5%	-	-
Race/Ethnicity							
African American	139	4.0%	32	5.0%	23.0%	18.5%	+4.6
American Indian/ Native American	28	0.8%	5	0.8%	17.9%	18.5%	-0.6
Asian	1,408	40.7%	256	40.1%	18.2%	18.5%	-0.3
Filipino	224	6.5%	49	7.7%	21.9%	18.5%	+3.4
Latino/a	569	16.5%	111	17.4%	19.5%	18.5%	+1.1
Pacific Islander	41	1.2%	7	1.1%	17.1%	18.5%	-1.4
Unknown	277	8.0%	50	7.8%	18.1%	18.5%	-0.4
White	771	22.3%	128	20.1%	16.6%	18.5%	-1.9
Total	3,457	100.0%	638	100.0%	18.5%	-	-
Special Student Groups							
Low Income	1,647	47.6%	371	58.2%	22.5%	18.5%	+4.1
Disabled	133	3.8%	16	2.5%	12.0%	18.5%	-6.4
Foster Youth	33	1.3%	6	1.0%	18.2%	18.5%	-0.3
Veterans	26	1.1%	9	1.6%	34.6%	18.5%	+16.1

Source: 2014 CCCCO Scorecard (2008-09 cohort); 2014 FHDA IR&P ODS

Degree Completion Rate = degree completion count divided by degree-seeking population count

Percentage Point Gap = subgroup degree completion rate (%) minus college degree completion rate (%)

*Cohorts with fewer than ten need not be analyzed due to low reliability (T. Leigh, personal communication, August 28, 2015)

Table 18.0 Number of Additional Students Needed to Have Avoided a Negative Gap, 2014

Equity Gap - Target Populations (ascending order)	Percent Loss	Degree-Seeking Population	Additional Students Needed to Move Subgroup to Overall Completion Rate*
1 Disabled	6.4	133	9
2 Male	3.2	1,813	58
3 25 to 34 years	3.0	84	3
4 Foster Youth	0.3	33	1

*Calculated by multiplying subgroup's percent loss (%) and their respective degree-seeking population count.

**Table 19.0 Certificate Completion
by Age, Gender, Race/Ethnicity, and Special Student Groups, 2014 (2008-09 Cohort)**

Target Populations	Certificate-Seeking Population		Certificate Completion		Certificate Completion Rate		Percentage Point Gap
	Count	Percent	Count	Percent	Subgroup	College	
Age							
Under 17 years	1,285	37.2%	33	33.3%	2.6%	2.9%	N/A
18 to 24 years	2,033	58.8%	57	57.6%	2.8%	2.9%	-0.1
25 to 34 years	84	2.4%	3	3.0%	3.6%	2.9%	+0.7
35 to 49 years	45	1.3%	4	4.0%	8.9%	2.9%	+6.0
50 years and over	10	0.3%	2	2.0%	20.0%	2.9%	17.1
Total	3,457	100.0%	99	100.0%	2.9%	-	-
Gender							
Female	1,643	47.5%	58	58.6%	3.5%	2.9%	+0.7
Male	1,813	52.4%	41	41.4%	2.3%	2.9%	-0.6
Unknown*	1	0.0%	0	0.0%	0.0%	2.9%	N/A
Total	3,457	100.0%	99	100.0%	2.9%	-	-
Race/Ethnicity							
African American	139	4.0%	5	5.1%	3.6%	2.9%	+0.7
American Indian/ Native American	28	0.8%	0	0.0%	0.0%	2.9%	-2.9
Asian	1,408	40.7%	39	39.4%	2.8%	2.9%	-0.1
Filipino	224	6.5%	3	3.0%	1.3%	2.9%	-1.5
Latino/a	569	16.5%	11	11.1%	1.9%	2.9%	-0.9
Pacific Islander	41	1.2%	1	1.0%	2.4%	2.9%	-0.4
Unknown	277	8.0%	8	8.1%	2.9%	2.9%	0.0
White	771	22.3%	32	32.3%	4.2%	2.9%	+1.3
Total	3,457	100.0%	99	100.0%	2.9%	-	-
Special Student Groups							
Low Income	1,647	47.6%	48	48.5%	2.9%	2.9%	+0.1
Disabled	133	3.8%	7	7.1%	5.3%	2.9%	+2.4
Foster Youth	33	1.3%	3	2.8%	9.1%	2.9%	+6.2
Veterans	26	1.1%	2	1.9%	7.7%	2.9%	+4.8
Source: 2014 CCCCO Scorecard (2008-09 cohort); 2014 FHDA IR&P ODS							
Certificate Completion Rate = certificate completion count divided by certificate-seeking population count							
Percentage Point Gap = subgroup certificate completion rate (%) minus college certificate completion rate (%)							
*Cohorts with fewer than ten need not be analyzed due to low reliability (T. Leigh, personal communication, August 28, 2015)							

Table 20.0 Number of Additional Students Needed to Have Avoided a Negative Gap, 2014

Equity Gap - Target Populations (ascending order)	Percent Loss	Certificate-Seeking Population	Additional Students Needed to Move Subgroup to Overall Completion Rate*
1 Filipino	1.5	224	3
2 Latino/a	0.9	569	5
3 Male	0.6	1,813	11
4 18 to 24 years	0.1	2,033	2
*Calculated by multiplying subgroup's percent loss (%) and their respective certificate-seeking population count.			

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.1: The goal is to improve degree completion for target populations experiencing disproportionate impact.

Note: The certificate completion gaps observed for Filipino, Latino/a, male, and 18 to 24-year olds are above the college and State Chancellor's cutoff for disproportionate impact; however, our efforts to close the degree completion gaps will incorporate certificate completion as well.

Target Population(s)	Achievement Gap, 2014		Desired Goal, 2020	
	Current Gap	Additional Students Needed to Move Subgroups to College Rate	Percentage Point Gap*	Numeric Goal
Degree Completion				
1. Disabled	-6.4	9	Reduce gap by 100% (no gap)	9 additional completions
2. Male	-3.2	58	Reduce gap by 33% or to -2.2	22 additional completions
3. Age 25 to 34	-3.0	3	Reduce gap by 100% (no gap)	3 additional completions
*The goal was determined using the following scale: if number of students needed to move subgroup to the college rate is 1-10 students = no gap; 11-20 students = reduce gap by 50%; and 21 or more students = reduce gap by 33%				

ACTIVITIES: DEGREE COMPLETION (D.1 to D.1.10)

Note: The activities listed in this section of the report are intended to support the success of student population(s) found to be disproportionately impacted. We also detail services and programming that facilitate positive student outcomes for all students.

ID	Activity Type(s)				Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
D.1	X	Curriculum/course development or adaptation	X	Professional development	African American, 50 Filipino, 100 Latino/a, 100 Low Income, 125 Disabled, 50 Foster Youth, 25 Veterans, 25	Sep 2015 - Dec 2016	\$30,000.00	\$00,000.00
		Direct student support		Research and evaluation				
		Instructional support activities		Student equity coordination/planning				
		Outreach		Student services or other categorical program				

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds														
	<p>Activity Plan (implement): High Impact Practices Seminars Team Lead: Office of Equity, Social Justice, & Multicultural Education</p> <p>The Student Equity Program Coordinator II will assist with the high impact practices (HIP) seminars development and training of instructors, counselors, and staff who work with our target populations across the campus. The Program Coordinator II will collaborate with already existing HIP programs such as Learning Communities to develop models for scaling up, in addition to identifying new opportunities for the integration of HIP and equity praxis outside of programs already engaged in related practices. Basic skills will be infused across the seminars in an effort to deepen linkages between Basic Skills Initiative and Student Equity.</p> <p>Link to Goal: The Student Equity Program Coordinator II will provide critical training and resources to those interfacing with our target populations. The support from the Office of Equity, Social Justice, & Multicultural Education will ensure our efforts are in alignment with our equity initiatives and that our indicator goals are met.</p> <p>Evaluation: The Student Equity Program Coordinator II will track the number of HIP seminar participants and evaluate the programs for the successful implementation. Additionally, HIP seminar participants will receive pre- and post-tests of their learning and ability to implement HIP for access specific goals. The student equity research analyst will analyze these results and suggest further research if needed.</p>																				
D.2	<table border="1"> <tr> <td data-bbox="285 708 331 781"></td> <td data-bbox="331 708 680 781">Curriculum/course development or adaptation</td> <td data-bbox="680 708 726 781"></td> <td data-bbox="726 708 1096 781">Professional development</td> </tr> <tr> <td data-bbox="285 781 331 854">X</td> <td data-bbox="331 781 680 854">Direct student support</td> <td data-bbox="680 781 726 854"></td> <td data-bbox="726 781 1096 854">Research and evaluation</td> </tr> <tr> <td data-bbox="285 854 331 927"></td> <td data-bbox="331 854 680 927">Instructional support activities</td> <td data-bbox="680 854 726 927"></td> <td data-bbox="726 854 1096 927">Student equity coordination/ planning</td> </tr> <tr> <td data-bbox="285 927 331 1013"></td> <td data-bbox="331 927 680 1013">Outreach</td> <td data-bbox="680 927 726 1013">X</td> <td data-bbox="726 927 1096 1013">Student services or other categorical program</td> </tr> </table>		Curriculum/course development or adaptation		Professional development	X	Direct student support		Research and evaluation		Instructional support activities		Student equity coordination/ planning		Outreach	X	Student services or other categorical program	Foster Youth, 50	Jan 2016 - Dec 2016	\$95,744.00	\$000,000
	Curriculum/course development or adaptation		Professional development																		
X	Direct student support		Research and evaluation																		
	Instructional support activities		Student equity coordination/ planning																		
	Outreach	X	Student services or other categorical program																		
	<p>Activity Plan (hire): Foster Youth Counselor Team Lead: Office of Student Services</p> <p>The Office of Student Services will hire one new Foster Youth Counselor who will be dedicated to serving current and former foster youth enrolled at the college. This new Counselor will specifically assist foster youth with course selection, development of educational and career goals, review of their educational plan, transfer planning, and facilitating students' academic progress. In addition, the Counselor will work closely with the other college service areas to assess needs and resources for foster youth and provide appropriate support both on campus as well as through referrals to community resources. The counselor will work with grants and other programs associated with providing intensive support services to the college's foster youth. The counselor will also be a point-of-contact to facilitate academic probation interventions and connect foster youth to academic support services to ensure their retention and success.</p> <p>Link to Goal: The Counselor will build rapport and provide guidance to foster youth students in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p>Evaluation: The Counselor will strive to see at least 50 foster youth students and track the number of foster youth students served. The Counselor will also provide reporting in the annual program review.</p>																				

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds	
D.3		Curriculum/course development or adaptation		Professional development	Veterans, 200	Jan 2016 - Dec 2016	\$95,744.00	\$00,000.00
	X	Direct student support		Research and evaluation				
		Instructional support activities		Student equity coordination/ planning				
		Outreach	X	Student services or other categorical program				
	<p>Activity Plan (hire): Veterans Counselor Team Lead: Office of Student Services</p> <p>The Office of Student Services will hire one new Veteran Counselor who will be dedicated to serving veteran students enrolled at the College. This new counselor will specifically assist veterans with course selection, development of educational and career goals, review of their educational plan, transfer planning, and facilitating students' academic progress. In addition, the counselor will work closely with the Veterans Resource Specialist and the Veterans Resource Center to assess needs and resources for veterans and provide appropriate support both on campus as well as through referrals to community resources. The counselor will also be a point-of-contact to facilitate academic probation interventions and connect veterans to academic support services to ensure their retention and success.</p> <p><u>Link to Goal:</u> The Counselor will build rapport and provide guidance to veteran students in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p><u>Evaluation:</u> The Counselor will strive to see at least 200 veteran students and track the number of students served. The Counselor will also provide reporting in the annual program review.</p>							
D.4		Curriculum/course development or adaptation		Professional development	African American, 60 Latino/a, 120	Jan 2016 - Dec 2016	\$95,744.00	\$00,000.00
	X	Direct student support		Research and evaluation				
		Instructional support activities		Student equity coordination/ planning				
		Outreach	X	Student services or other categorical program				

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds														
	<p>Activity Plan (hire): Student Success and Retention Services-Umoja Counselor Team Lead: Office of Instruction</p> <p>The Office of Instruction will hire one new Student Success and Retention Services-Umoja Counselor to assist African American and Latino/a students with their course planning. The Counselor will be a point-of-contact to facilitate academic probation interventions, including: encourage students to participate in learning communities such as First Year Experience, Higher Education for AB540 Students, Latino/a Empowerment at De Anza, Learning in Communities, Math Performance Success, Puente Project, and Umoja Scholars Program; facilitate students' academic progress and attendance at tutoring sessions; and coordinate the development of a new Umoja learning community that is aligned with the Statewide Umoja Consortium efforts.</p> <p>Link to Goal: The Counselor will build rapport and provide guidance to African American and Latino/a students in order to help them stay focused and engaged with their educational goals.</p> <p>Evaluation: The Counselor will strive to see at least 50 African American and 120 Latino/a students. The Student Success and Retention Services program will track the number of African American and Latino/a students served and provide reporting in their annual program review.</p>																				
D.5	<table border="1"> <tr> <td data-bbox="285 670 331 781"></td> <td data-bbox="331 670 680 781">Curriculum/course development or adaptation</td> <td data-bbox="680 670 726 781"></td> <td data-bbox="726 670 1096 781">Professional development</td> </tr> <tr> <td data-bbox="285 781 331 862">X</td> <td data-bbox="331 781 680 862">Direct student support</td> <td data-bbox="680 781 726 862"></td> <td data-bbox="726 781 1096 862">Research and evaluation</td> </tr> <tr> <td data-bbox="285 862 331 938"></td> <td data-bbox="331 862 680 938">Instructional support activities</td> <td data-bbox="680 862 726 938"></td> <td data-bbox="726 862 1096 938">Student equity coordination/ planning</td> </tr> <tr> <td data-bbox="285 938 331 1015"></td> <td data-bbox="331 938 680 1015">Outreach</td> <td data-bbox="680 938 726 1015">X</td> <td data-bbox="726 938 1096 1015">Student services or other categorical program</td> </tr> </table>		Curriculum/course development or adaptation		Professional development	X	Direct student support		Research and evaluation		Instructional support activities		Student equity coordination/ planning		Outreach	X	Student services or other categorical program	<p>African American, 50 Filipino, 50 Latino/a, 100 Low Income, 150 Disabled, 25 Foster Youth, 20 Veterans, 25</p>	Jan 2016 - Dec 2016	\$95,744.00	\$00,000.00
	Curriculum/course development or adaptation		Professional development																		
X	Direct student support		Research and evaluation																		
	Instructional support activities		Student equity coordination/ planning																		
	Outreach	X	Student services or other categorical program																		
	<p>Activity Plan (hire): Career Counselor Team Lead: Office of Student Services</p> <p>The Office of Student Services will hire one new Career Counselor who will be dedicated to developing and providing services through the College Resource Center (CRC), a "Sparkpoint" model wrap-around services focused on low-income students, and students in our ethnic target populations: African Ancestry, Latino, and Filipino students. Services offered through the CRS will include three core areas: career services, financial literacy, and food pantry. More specifically, this new counselor will support student retention and success by assisting students identify career goals, major and career exploration, resume development, interview skills, utilization of job boards and technology tools, development of soft skills, and overall job readiness. This counselor will also assist students with developing career pathways, connection with CTE programs, and providing group workshops to engage students in a variety of relevant topics around careers, majors, and finance. The counselor will be a resource for students in need of employment while enrolled in college. The counselor will also work with the Financial Aid office and other programs on campus to facilitate financial literacy workshops, job fairs, community resources, and ensure that students are aware and connected to all resources that can support their success.</p>																				

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds	
	<p><u>Link to Goal:</u> The Counselor will build rapport and provide guidance to target populations in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p><u>Evaluation:</u> The Counselor will strive to see at least 200 students and track the number of students served. The Counselor will also provide reporting in the annual program review.</p>							
D.6	X	Curriculum/course development or adaptation		Professional development	African American, 50 Filipino, 50 Latino/a, 50 Low Income, 150 Disabled, 50 Foster Youth, 25 Veterans, 25	Sep 2015 - Dec 2016	\$32,957.00	\$40,000.00 IMPACT AAPI/BSI
	X	Direct student support		Research and evaluation				
	X	Instructional support activities		Student equity coordination/ planning				
		Outreach		Student services or other categorical program				
<p><u>Activity Plan (hire): Peer Mentoring Program Coordinator</u> <u>Team Lead: Office of Instruction</u></p> <p>The Office of Instruction will hire one Peer Mentoring Program Coordinator (.250 FTE REASSIGNED) to develop a campus-wide Peer Mentoring Program. This new Peer Mentoring Program will serve African American, Filipino, Latino/a, low income, foster youth, and veteran students and implement the following activities:</p> <ul style="list-style-type: none"> • culturally responsive peer mentor training for students and faculty • course assigned peer mentors for in areas with limited student services (e.g. Auto Tech, Biology, Business, Computer Science, etc.) • peer support to navigate college life • leadership development and skills training in working with campus and external partners 								
<p><u>Link to Goal:</u> Participation and retention in the aforementioned program will assist students stay on track as each program will have built-in support from peer mentors.</p>								
<p><u>Evaluation:</u> The Peer Mentoring Program Coordinator will track the number of students served and provide reporting in their annual program review.</p>								
D.7		Curriculum/course development or adaptation	X	Professional development	African American, 60 Filipino, 50 Latino/a, 175 Low Income, 300	Sep 2015 - Dec 2016	\$160,357.00 0	\$00,000.00
		Direct student support		Research and evaluation				

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds	
	X	Instructional support activities		Student equity coordination/ planning	Foster Youth, 25			
	X	Outreach	X	Student services or other categorical program				
Activity Plan (hire): Director of Student Success and Retention Services				Team Lead: Office of Instruction				
The Office of Instruction will hire one Director of Student Success and Retention Services (SSRS) to coordinate and expand SSRS programs such as Summer Bridge, First Year Experience, Puente Project, and Umoja Scholars Program within the context of Student Success and Support Program and Student Equity initiatives. The Director will collaborate with SSRS counselors/coordinators, Learning in Communities, Student Success Center, and instructional departments to track students' course and degree/certification completion.								
Link to Goal: The Director of Student Success and Retention Services will be an additional support team member who will help assist with student success and equity initiatives.								
Evaluation: Each program will track the number of African American, Filipino, and Latino/a students served and provide reporting in their annual program review.								
D.8		Curriculum/course development or adaptation	X	Professional development	African American, 50 Filipino, 50 Latino/a, 100 Low Income, 100 Foster Youth, 50 Veterans, 50	Dec 2015- Dec 2016	\$111,978.0 0	\$00,000.00
		Direct student support		Research and evaluation				
	X	Instructional support activities		Student equity coordination/ planning				
	X	Outreach	X	Student services or other categorical program				
Activity Plan (hire): Director of STEM Pathways				Team Lead: Physical Sciences, Mathematics, and Engineering Division				
The Physical Sciences, Mathematics, and Engineering Division will hire one Director of STEM Pathways to coordinate the Statway and Math Performance and Success Programs to ensure access and quality instruction for African American, Filipino, and Latino/a students. The Director will develop campus partnerships with SSRS programs, Learning in Communities, Outreach and Relations with Schools, Business/Computer Science, and Biological and Health Sciences.								
Link to Goal: The Director of STEM Pathways is an additional support team member and will help with student success and equity initiatives.								
Evaluation: The Director of STEM Pathways will track the number of African American, Filipino, and Latino/a students served and provide reporting in their annual program review.								

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
D.9	Curriculum/course development or adaptation		Professional development	N/A, ongoing data analysis	Sep 2015 - Jun 2016	\$80,980.00	\$00,000.00
	Direct student support	X	Research and evaluation				
	Instructional support activities		Student equity coordination/ Planning				
	Outreach		Student services or other categorical program				
<p>Activity Plan (continued position): Student Equity Research Analyst Team Lead: Office of Instruction</p> <p>The Office of Instruction has hired a Research Analyst to support state-mandated equity reporting. The Research Analyst is building rapport and working with various college areas and programs to communicate the equity analysis and help embed evaluation/metrics into program activities that support and enhances equity initiatives. Furthermore, for professional development-related activities, the student equity research analyst will analyze and compare the course completion rates from courses taught by faculty participating in the training and those who were not able to participate.</p> <p><u>Link to Goal:</u> The Research Analyst is communicating equity findings on target populations: age, gender, African American, Filipino, Latino/a, low income, disabled, foster youth, and veteran students.</p> <p><u>Evaluation:</u> The Research Analyst provides equity data analysis during spring and fall quarters when the Equity Plan is undergoing planning and reporting to the governance groups. In addition, the Research Analyst provides ad hoc equity analysis as needed.</p>							
D.10	Curriculum/course development or adaptation	X	Professional development	African American, 75 Filipino, 75 Latino/a, 75 Low Income, 25 Disabled, 50 Foster Youth, 50 Veterans, 50	Sep 2015 - Dec 2016	\$83,903.00	\$00,000.00
	Direct student support		Research and evaluation				
	Instructional support activities	X	Student equity coordination/ planning				
	Outreach		Student services or other categorical program				

ID	Activity Type(s)	Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	Activity Plan (hire): Director of Equity Office (70% faculty reassigned time)		Team Lead: Office of Instruction		
	<p>The Director or the Office of Equity, Social Justice, and Multicultural Education will receive 70% reassigned time for related program development, co-facilitation of the high impact practices series, oversight and development of equity core team programs and services, supervision of the student equity program coordinator and equity office administrative assistant and related state equity work. The Director will also assist with the deepening of campus partnerships with Student Success and Retention Services programs, Learning in Communities, Outreach and Relations with Schools, Umoja, Higher Education for AB540 Students, Jean Miller Center for Gender and Sexualities, Foster Youth Programs, Disability Support Programs and Services, and Veterans affairs to ensure HIP implementation and linkages between identified strategies for student success.</p>				
	<p>Link to Goal: The Director will be a key leader and an additional support team member to assist with student success and equity initiatives.</p>				
	<p>Evaluation: The Director will track the number of faculty, staff, and administrators who participate in key professional development programs and the correlation with their participation and student impact. The student equity research analyst will analyze professional development and coaching program completion and related student impact.</p>				

DRAFT

Transfer

DRAFT

CAMPUS-BASED RESEARCH: TRANSFER

- E. TRANSFER.** 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.

Methodology

We used the percentage point gap methodology to assess any disparity in transfer completion by our target student populations: age, gender, race/ethnicity, low income, disabled, foster youth, and veterans. Transfer-seeking students are defined as first-time college students who indicated their educational goal is to transfer to a four-year institution. The analysis in this section reflects two steps: (1) we provide the transfer completion rate, which is calculated by taking each subgroup's transfer count and dividing it by their respective transfer-seeking population count and (2) we provide the percentage point gap by taking each subgroup's transfer rate minus the college transfer completion rate. The State Chancellor's Office has determined a percentage point gap where $x \leq -3.0$, is evidence of disproportionate impact.

We utilized the California Community Colleges Chancellor's Office (CCCCO) 2014 Scorecard to disaggregate transfer completion by age, gender, and race/ethnicity, low income, and disabled target populations. The criteria to be in a Scorecard cohort reflects the percentage of first-time students with minimum of 6.0 units earned who attempted any English or math course in the first three years, and transferred to a four-year institution or achieved "transfer prepared" status by demonstrating they completed at least 60.0 UC/CSU transferable units with a GPA of 2.0 or higher, within six years of entry. The cohort for this report started in 2008-09. In order to evaluate transfer completion for foster youth and veterans, we linked the Scorecard data to our local data.

Data Analysis

In 2014, De Anza's transfer rate is 55.0%.

Age: Over half of all transfer-seeking students are age 18 to 24 (58.8%). Among our adult-age student population, our 18 to 24 year-olds has the highest transfer rate (50.6%); but because their rate is below the college rate, they have a negative percentage point gap of -4.5.

Gender: Female has a transfer rate (56.5%) that is comparable to the college, whereas male (53.7%) is slightly lower; and hence, they have a negative percentage point gap of -1.3.

Race/Ethnicity: Asian, White and Latino/a students account for over 75% of transfer completions. Seeing as they comprise the majority of the transfer-seeking cohort, we are not too surprised at this finding. We would, however, like to see Latino/a student's transfer rate (34.8%) be higher as they lag behind Asian and White. Asian and American Indian/Native American have the highest transfer rates at 69.7% and 60.7%, respectively. Among our target populations, all of their transfer rates are below the college rate. Latino/a has the largest negative percentage point gap at -20.2, followed by Filipino (-13.1) and African American (-4.7).

Special Student Groups (low income, disabled, foster youth, and veterans): Low-income student has the highest transfer rate (48.6%) among their special student group peers, but exhibit a negative percentage point gap of -6.4 when compared to the college. Similarly, the remaining special student groups have transfer rates that are below the college rate. They have negative percentage point gaps of -25.7 for disabled, -24.7 for foster youth, and -14.3 for veterans.

Key Takeaway for Target Populations

More concerted effort and student support services are needed to facilitate the process and assist our students in achieving transfer completion. The majority of our students, regardless if they are from our target populations or not, have transfer rates that fall below the college transfer rate. Female, American Indian/Native American, and Asian are the only groups that have transfer rates equivalent to or above the college. Therefore, we have a long list of target populations with negative percentage point gaps:

1. Age 25 to 24 years (-31.2)
2. Disabled (-25.7)
3. Foster youth (-24.7)
4. Latino/a (-20.2)
5. Veterans (-14.3)
6. Filipino (-13.1)
7. Low income (-6.4)
8. African American (-4.7)
9. 18 to 24 years (-4.5)
10. Male (-1.3)

Some of the gaps listed above appear large, but after we calculated the number of additional students needed to move these groups to the college transfer rate, we find that we needed an additional 34 disabled or an additional 8 foster youth students to transfer. In the forthcoming *Transfer Completion: Goals, Activities, Funding, and Evaluation* section, with the exception of male students, we outline our activities to increase transfer rates for the nine target populations that are disproportionately impacted.

**Table 21.0 Transfer Completion
by Age, Gender, Race/Ethnicity, and Special Student Groups, 2014 (2008-09 Cohort)**

Target Populations	Transfer-Seeking Population		Transfer Completion		Transfer Completion Rate		Percentage Point Gap
	Count	Percent	Count	Percent	Subgroup	College	
Age							
Under 17 years	1,285	37.2%	840	44.2%	65.4%	55.0%	N/A
18 to 24 years	2,033	58.8%	1,028	54.0%	50.6%	55.0%	-4.5%
25 to 34 years	84	2.4%	20	1.1%	23.8%	55.0%	-31.2%
35 to 49 years	45	1.3%	12	0.6%	26.7%	55.0%	-28.4%
50 years and over	10	0.3%	2	0.1%	20.0%	55.0%	-35.0%
Total	3,457	100.0%	1,902	100.0%	55.0%	-	-
Gender							
Female	1,643	47.5%	928	48.8%	56.5%	55.0%	1.5%
Male	1,813	52.4%	974	51.2%	53.7%	55.0%	-1.3%
Unknown*	1	0.0%	0	0.0%	0.0%	55.0%	N/A
Total	3,457	100.0%	1,902	100.0%	55.0%	-	-
Race/Ethnicity							
African American	139	4.0%	70	3.7%	50.4%	55.0%	-4.7%
American Indian/ Native American	28	0.8%	17	0.9%	60.7%	55.0%	5.7%
Asian	1,408	40.7%	982	51.6%	69.7%	55.0%	14.7%
Filipino	224	6.5%	94	4.9%	42.0%	55.0%	-13.1%
Latino/a	569	16.5%	198	10.4%	34.8%	55.0%	-20.2%
Pacific Islander	41	1.2%	16	0.8%	39.0%	55.0%	-16.0%
Unknown	277	8.0%	135	7.1%	48.7%	55.0%	-6.3%
White	771	22.3%	390	20.5%	50.6%	55.0%	-4.4%
Total	3,457	100.0%	1,902	100.0%	55.0%	-	-
Special Student Groups							
Low Income	1,647	47.6%	800	42.1%	48.6%	55.0%	-6.4%
Disabled	133	3.8%	39	2.1%	29.3%	55.0%	-25.7%
Foster Youth	33	1.0%	10	0.5%	30.3%	55.0%	-24.7%
Veterans	27	0.8%	11	0.6%	40.7%	55.0%	-14.3%
Source: 2014 CCCCO Scorecard (2008-09 cohort); 2014 FHDA IR&P ODS							
Transfer Completion Rate = transfer completion count divided by transfer-seeking population count							
Percentage Point Gap = subgroup transfer completion rate (%) minus college transfer completion rate (%)							
*Cohorts with fewer than ten need not be analyzed due to low reliability (T. Leigh, personal communication, August 28, 2015)							

Table 22.0 Number of Additional Students Needed to Have Avoided a Negative Gap, 2014

Equity Gap - Target Populations (ascending order)	Percent Loss	Transfer-Seeking Population	Additional Students Needed to Move Subgroup to Overall Completion Rate*
1 25 to 34 years	31.2	84	26
2 Disabled	25.7	133	34
3 Foster Youth	24.7	33	8
4 Latino/a	20.2	569	115
5 Veterans	14.3	27	4
6 Filipino	13.1	224	29
7 Low Income	6.4	1,647	105
8 African American	4.7	139	7
9 18 to 24 years	4.5	2,033	91
10 Male	1.3	1,813	24

*Calculated by multiplying subgroup's percent loss (%) and their respective transfer-seeking population count.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E: The goal is to improve transfer rates for target populations experiencing disproportionate impact.

Target Population(s)	Achievement Gap, 2014		Desired Goal, 2020	
	Current Gap	Additional Students Needed to Move Subgroups to College Rate	Percentage Point Gap*	Numeric Goal
1. Age 25 to 34 years	-31.2	26	Reduce gap by 33% or to -20.9	9 additional completions
2. Disabled	-25.7	34	Reduce gap by 33% or to -17.2	11 additional completions
3. Foster Youth	-24.7	8	Reduce gap by 100% (no gap)	8 additional completions
4. Latino/a	-20.2	115	Reduce gap by 33% or to -13.5	38 additional completions
5. Veterans	-14.3	4	Reduce gap by 100% (no gap)	4 additional completions
6. Filipino	-13.1	29	Reduce gap by 33% or to -8.8	9 additional completions
7. Low Income	-6.4	105	Reduce gap by 33% or to -4.3	35 additional completions
8. African American	-4.7	7	Reduce gap by 100% (no gap)	7 additional completions
9. Age 18 to 24 years	-4.5	91	Reduce gap by 33% or to -3.0	30 additional completions

*The goal was determined using the following scale: if number of students needed to move subgroup to the college rate is 1-10 students = no gap; 11-20 students = reduce gap by 50%; and 21 or more students = reduce gap by 33%

ACTIVITIES: TRANSFER (E.1 to E.15)

Note: The activities listed in this section of the report are intended to support the success of student population(s) found to be disproportionately impacted. We also detail services and programming that facilitate positive student outcomes for all students.

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
E.1	X Curriculum/course development or adaptation		Professional development	African American male, 50 Filipino male, 100 Latino male, 150	Sep 2015 - Mar 2016	\$40,000.00	\$337,867 counselors , staff, and student ambassa- dors from SSSP
	X Direct student support	X	Research and evaluation				
			Student equity coordination/ planning				
		X	Student services or other categorical program				
<p data-bbox="296 570 1906 597">Activity Plan (implement): Men of Color Initiative Team Lead: Men of Color Initiative Counselors</p> <p data-bbox="296 602 1850 667">Our Student Success & Retention Services team will develop and coordinate activities for the Men of Color Initiative (MCI), which was developed to help guide, connect, and engage our African American and Latino male students. Some MCI activities include the following:</p> <ul data-bbox="317 672 1835 943" style="list-style-type: none"> • provide \$200.00 book vouchers to 100 students • conduct focus groups of African American and Latino/a male high school students and their counselors (up to 60 students and 10 counselors) to identify needs and develop strategies to better serve students • develop a hip hop workshop aimed to empower and educate 100 students about the importance of higher education and career exploration through a culture that resonates with them • organize a Men of Color Summit and a Men of Color Mentoring Program for male students to develop positive self-perception and personal grand, identify career and transfer pathways, build skills to influence others, and create and foster a support network • coordinate field trips to University of California and California State University campuses <p data-bbox="296 948 1906 1187">Link to Goal: The book vouchers will help students acquire the text books they need to be successful in their courses and alleviate one college expense for them. The learnings from the focus groups will help our college assess expectations and potential areas of development to meet the needs of incoming, first-time college students from our underserved male populations. The workshop and summit will help students examine contemporary cultures and their lives through hip hop music, tying their education with topics that are relevant and interesting to their generation. Participation and retention in the mentoring program will assist male students stay on track with built-in support from peer mentors. Additionally, the program counselors will build rapport and provide guidance to male students in order to help them stay focused and engaged with their educational goals.</p> <p data-bbox="296 1192 1906 1317">Evaluation: Program counselors will track the number of students who request for book vouchers to determine current and future demand for book vouchers. They will also collect the data from the focus groups and use the data to assess areas of need and develop effective strategies that assist in boosting equity activities for targeted groups. Finally, they will track the number of African American and Latino male students served and provide reporting in their annual program review.</p>							

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds	
E.2		Curriculum/course development or adaptation		Professional development	TBD, pending research findings	Jan 2016 - Jun 2016	\$00,000.00	\$00,000.00
		Direct student support	X	Research and evaluation				
		Instructional support activities		Student equity coordination/ planning				
		Outreach		Student services or other categorical program				
<p>Activity Plan (implement): Disaggregate Asian Transfer Data Team Lead: Student Equity Research Analyst</p> <p>The student equity research analyst will disaggregate the Asian transfer data to determine whether international students and a particular Asian subgroup are skewing the results.</p> <p>Link to Goal: The analysis will identify any equity gaps in transfer rates among the Asian student population.</p> <p>Evaluation: Pending results, findings will inform discussion and areas for improvements.</p>								
E.3	X	Curriculum/course development or adaptation	X	Professional development	African American, 50 Filipino, 100 Latino/a, 100 Low Income, 125 Disabled, 50 Foster Youth, 25 Veterans, 25	Sep 2015 - Dec 2016	\$30,000.00	\$00,000.00
		Direct student support		Research and evaluation				
		Instructional support activities		Student equity coordination/ planning				
		Outreach		Student services or other categorical program				
<p>Activity Plan (implement): High Impact Practices Seminars Team Lead: Office of Equity, Social Justice, & Multicultural Education</p> <p>The Student Equity Program Coordinator II will assist with the high impact practices (HIP) seminars development and training of instructors, counselors, and staff who work with our target populations across the campus. The Program Coordinator II will collaborate with already existing HIP programs such as Learning Communities to develop models for scaling up, in addition to identifying new opportunities for the integration of HIP and equity praxis outside of programs already engaged in related practices. Basic skills will be infused across the seminars in an effort to deepen linkages between Basic Skills Initiative and Student Equity.</p> <p>Link to Goal: The Student Equity Program Coordinator II will provide critical training and resources to those interfacing with our target populations. The support from the Office of Equity, Social Justice, & Multicultural Education will ensure our efforts are in alignment with our equity initiatives and that our indicator goals are met.</p>								

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	<p>Evaluation: The Student Equity Program Coordinator II will track the number of HIP seminar participants and evaluate the programs for the successful implementation. Additionally, HIP seminar participants will receive pre- and post-tests of their learning and ability to implement HIP for access specific goals. The student equity research analyst will analyze these results and suggest further research if needed.</p>						
	Curriculum/course development or adaptation		Professional development	Veterans, 300	Jan 2016- Dec 2016	\$40,000.00	\$00,000.00
	Direct student support		Research and evaluation				
	Instructional support activities		Student equity coordination/ planning				
	Outreach	X	Student services or other categorical program				
E.4	<p>Activity Plan (implement): Veterans Resource Center Team Lead: Office of Student Services</p> <p>The Veterans Resource Center will serve 300 veteran students. The center will provide book vouchers, wrap-around support services, academic counseling/advising, personal counseling, educational planning, career services, mentoring, veteran resources fairs, workshops, and provide a space for veteran students to build a sense of community. The Veterans Counselor and Veterans Resource Specialist will work collaboratively to staff the Resource Center.</p> <p>The Veterans Resources Center will provide \$200.00 book vouchers for 100 veteran students. In addition, the Center will provide wrap-around support services, academic counseling/advising, personal counseling, educational planning, career services, mentoring, veteran resources fairs, workshops, and provide a space for veteran students to build a sense of community.</p> <p>Link to Goal: The book vouchers will help students acquire the text books they need to be successful in their courses and alleviate one college expense for them. The Veterans Counselor and other staff will support student success by helping to reduce academic probation rates and improving completion, graduation, and transfer rates of veteran students.</p> <p>Evaluation: The Veteran Resource Center Program is expected to improve course completion rate for veterans by 2%, and decrease academic probation by 1%.</p>						
E.5	Curriculum/course development or adaptation	X	Professional development	African American, 50 Filipino, 100 Latino/a, 100 Low Income, 125	Sep 2015 - Dec 2016	\$50,000	\$00,000.00
	Direct student support		Research and evaluation				

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	Instructional support activities	X	Student equity coordination/ planning	Disabled, 50 Foster Youth, 25 Veterans, 25			
	Outreach		Student services or other categorical program				
<p>Activity Plan (implement): Equity Core Teams Team Lead: Office of Equity, Social Justice, & Multicultural Education</p> <p>The Equity Core Teams, which consists of faculty, staff, and students, will review division equity data and develop strategic plans for addressing gaps and implementing high impact practices (HIP) in their respective areas. The Equity Core Teams is informed by and modeled after research and literature on Diversity Dialogue Groups, Faculty Interest Groups, The Equity Framework, and Courageous Conversations. The Office of Equity, Social Justice, & Multicultural Education director, program coordinator, and administrative assistant will provide training, coaching support, and coordination of the Equity Core Teams' program. This program will also invite experts from the field to provide equity coaching and program design consultation.</p> <p>Link to Goal: The Equity Office Director and Student Equity Program Coordinator II will provide critical training, coaching, and resources to those working with our target populations, as well as assist with curriculum enhancements, unconscious bias trainings, facilitation support, and team-specific development around the five equity indicators and related HIP. This support will further ensure our efforts are in alignment and our indicator goals are met.</p> <p>Evaluation: Participation in the Equity Core Team will be tracked and their programs evaluated for the successful implementation of HIP. Additionally, Equity Core Teams participants will complete the Harvard Implicit Bias Test and a pre- and post-test of their learning. The student equity research analyst will analyze these results and provide suggestions for further research if needed.</p>							
E.6	Curriculum/course development or adaptation		Professional development	Foster Youth, 50	Jan 2016 - Dec 2016	\$95,744.00	\$000,000
	X Direct student support		Research and evaluation				
	Instructional support activities		Student equity coordination/ planning				
	Outreach	X	Student services or other categorical program				

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	<p>Activity Plan (hire): Foster Youth Counselor</p> <p>The Office of Student Services will hire one new Foster Youth Counselor who will be dedicated to serving current and former foster youth enrolled at the college. This new Counselor will specifically assist foster youth with course selection, development of educational and career goals, review of their educational plan, transfer planning, and facilitating students' academic progress. In addition, the Counselor will work closely with the other college service areas to assess needs and resources for foster youth and provide appropriate support both on campus as well as through referrals to community resources. The counselor will work with grants and other programs associated with providing intensive support services to the college's foster youth. The counselor will also be a point-of-contact to facilitate academic probation interventions and connect foster youth to academic support services to ensure their retention and success.</p> <p>Link to Goal: The Counselor will build rapport and provide guidance to foster youth students in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p>Evaluation: The Counselor will strive to see at least 50 foster youth students and track the number of foster youth students served. The Counselor will also provide reporting in the annual program review.</p>						
E.7	Curriculum/course development or adaptation		Professional development	Veterans, 200	Jan 2016 - Dec 2016	\$95,744.00	\$00,000.00
X Direct student support		Research and evaluation					
Instructional support activities		Student equity coordination/ planning					
Outreach	X	Student services or other categorical program					
	<p>Activity Plan (hire): Veterans Counselor</p> <p>The Office of Student Services will hire one new Veteran Counselor who will be dedicated to serving veteran students enrolled at the College. This new counselor will specifically assist veterans with course selection, development of educational and career goals, review of their educational plan, transfer planning, and facilitating students' academic progress. In addition, the counselor will work closely with the Veterans Resource Specialist and the Veterans Resource Center to assess needs and resources for veterans and provide appropriate support both on campus as well as through referrals to community resources. The counselor will also be a point-of-contact to facilitate academic probation interventions and connect veterans to academic support services to ensure their retention and success.</p> <p>Link to Goal: The Counselor will build rapport and provide guidance to veteran students in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p>Evaluation: The Counselor will strive to see at least 200 veteran students and track the number of students served. The Counselor will also provide reporting in the annual program review.</p>						

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds	
E.8		Curriculum/course development or adaptation		Professional development	African American, 60 Latino/a, 120	Jan 2016 - Dec 2016	\$95,744.00	\$00,000.00
	X	Direct student support		Research and evaluation				
		Instructional support activities		Student equity coordination/ planning				
		Outreach	X	Student services or other categorical program				
<p>Activity Plan (hire): Student Success and Retention Services-Umoja Counselor Team Lead: Office of Instruction</p> <p>The Office of Instruction will hire one new Student Success and Retention Services-Umoja Counselor to assist African American and Latino/a students with their course planning. The Counselor will be a point-of-contact to facilitate academic probation interventions, including: encourage students to participate in learning communities such as First Year Experience, Higher Education for AB540 Students, Latino/a Empowerment at De Anza, Learning in Communities, Math Performance Success, Puente Project, and Umoja Scholars Program; facilitate students' academic progress and attendance at tutoring sessions; and coordinate the development of a new Umoja learning community that is aligned with the Statewide Umoja Consortium efforts.</p> <p>Link to Goal: The Counselor will build rapport and provide guidance to African American and Latino/a students in order to help them stay focused and engaged with their educational goals.</p> <p>Evaluation: The Counselor will strive to see at least 50 African American and 120 Latino/a students. The Student Success and Retention Services program will track the number of African American and Latino/a students served and provide reporting in their annual program review.</p>								
E.9		Curriculum/course development or adaptation		Professional development	African American, 50 Filipino, 50 Latino/a, 100 Low Income, 150 Disabled, 25 Foster Youth, 20 Veterans, 25	Jan 2016 - Dec 2016	\$95,744.00	\$00,000.00
	X	Direct student support		Research and evaluation				
		Instructional support activities		Student equity coordination/ planning				
		Outreach	X	Student services or other categorical program				

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds															
	<p>Activity Plan (hire): Career Counselor</p> <p>The Office of Student Services will hire one new Career Counselor who will be dedicated to developing and providing services through the College Resource Center (CRC), a "Sparkpoint" model wrap-around services focused on low-income students, and students in our ethnic target populations: African Ancestry, Latino, and Filipino students. Services offered through the CRS will include three core areas: career services, financial literacy, and food pantry. More specifically, this new counselor will support student retention and success by assisting students identify career goals, major and career exploration, resume development, interview skills, utilization of job boards and technology tools, development of soft skills, and overall job readiness. This counselor will also assist students with developing career pathways, connection with CTE programs, and providing group workshops to engage students in a variety of relevant topics around careers, majors, and finance. The counselor will be a resource for students in need of employment while enrolled in college. The counselor will also work with the Financial Aid office and other programs on campus to facilitate financial literacy workshops, job fairs, community resources, and ensure that students are aware and connected to all resources that can support their success.</p> <p>Link to Goal: The Counselor will build rapport and provide guidance to target populations in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p>Evaluation: The Counselor will strive to see at least 200 students and track the number of students served. The Counselor will also provide reporting in the annual program review.</p>																					
E.10	<table border="1"> <tr> <td data-bbox="285 776 338 889"></td> <td data-bbox="338 776 680 889">Curriculum/course development or adaptation</td> <td data-bbox="680 776 732 889">X</td> <td data-bbox="732 776 1096 889">Professional development</td> </tr> <tr> <td data-bbox="285 889 338 967"></td> <td data-bbox="338 889 680 967">Direct student support</td> <td data-bbox="680 889 732 967"></td> <td data-bbox="732 889 1096 967">Research and evaluation</td> </tr> <tr> <td data-bbox="285 967 338 1045">X</td> <td data-bbox="338 967 680 1045">Instructional support activities</td> <td data-bbox="680 967 732 1045"></td> <td data-bbox="732 967 1096 1045">Student equity coordination/ planning</td> </tr> <tr> <td data-bbox="285 1045 338 1122">X</td> <td data-bbox="338 1045 680 1122">Outreach</td> <td data-bbox="680 1045 732 1122">X</td> <td data-bbox="732 1045 1096 1122">Student services or other categorical program</td> </tr> </table>		Curriculum/course development or adaptation	X	Professional development		Direct student support		Research and evaluation	X	Instructional support activities		Student equity coordination/ planning	X	Outreach	X	Student services or other categorical program		<p>African American, 60 Filipino, 50 Latino/a, 175 Low Income, 300 Foster Youth, 25</p>	<p>Sep 2015 - Dec 2016</p>	<p>\$160,357.0 0</p>	<p>\$00,000.00</p>
	Curriculum/course development or adaptation	X	Professional development																			
	Direct student support		Research and evaluation																			
X	Instructional support activities		Student equity coordination/ planning																			
X	Outreach	X	Student services or other categorical program																			
	<p>Activity Plan (hire): Director of Student Success and Retention Services</p> <p>The Office of Instruction will hire one Director of Student Success and Retention Services (SSRS) to coordinate and expand SSRS programs such as Summer Bridge, First Year Experience, Puente Project, and Umoja Scholars Program within the context of Student Success and Support Program and Student Equity initiatives. The Director will collaborate with SSRS counselors/coordinators, Learning in Communities, Student Success Center, and instructional departments to track students' course and degree/certification completion.</p> <p>Link to Goal: The Director of Student Success and Retention Services will be an additional support team member who will help assist with student success and equity initiatives.</p> <p>Evaluation: Each program will track the number of African American, Filipino, and Latino/a students served and provide reporting in their annual program review.</p>																					

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds	
E.11		Curriculum/course development or adaptation	X	Professional development	African American, 50 Filipino, 50 Latino/a, 100 Low Income, 100 Foster Youth, 50 Veterans, 50	Dec 2015- Dec 2016	\$111,978.0 0	\$00,000.00
		Direct student support		Research and evaluation				
	X	Instructional support activities		Student equity coordination/ planning				
	X	Outreach	X	Student services or other categorical program				
<p>Activity Plan (hire): Director of STEM Pathways Team Lead: Physical Sciences, Mathematics, and Engineering Division</p> <p>The Physical Sciences, Mathematics, and Engineering Division will hire one Director of STEM Pathways to coordinate the Statway and Math Performance and Success Programs to ensure access and quality instruction for African American, Filipino, and Latino/a students. The Director will develop campus partnerships with SSRS programs, Learning in Communities, Outreach and Relations with Schools, Business/Computer Science, and Biological and Health Sciences.</p> <p>Link to Goal: The Director of STEM Pathways is an additional support team member and will help with student success and equity initiatives.</p> <p>Evaluation: The Director of STEM Pathways will track the number of African American, Filipino, and Latino/a students served and provide reporting in their annual program review.</p>								
E.12	X	Curriculum/course development or adaptation		Professional development	African American, 50 Filipino, 50 Latino/a, 50 Low Income, 150 Disabled, 50 Foster Youth, 25 Veterans, 25	Sep 2015 - Dec 2016	\$32,957.00	\$40,000.00 IMPACT AAPI/BSI
	X	Direct student support		Research and evaluation				
	X	Instructional support activities		Student equity coordination/ planning				
		Outreach		Student services or other categorical program				

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	<p>Activity Plan (hire): Peer Mentoring Program Coordinator Team Lead: Office of Instruction</p> <p>The Office of Instruction will hire one Peer Mentoring Program Coordinator (.250 FTE REASSIGNED) to develop a campus-wide Peer Mentoring Program. This new Peer Mentoring Program will serve African American, Filipino, Latino/a, low income, foster youth, and veteran students and implement the following activities:</p> <ul style="list-style-type: none"> • culturally responsive peer mentor training for students and faculty • course assigned peer mentors for in areas with limited student services (e.g. Auto Tech, Biology, Business, Computer Science, etc.) • peer support to navigate college life <p>leadership development and skills training in working with campus and external partners</p>						
<p>Link to Goal: Participation and retention in the aforementioned program will assist students stay on track as each program will have built-in support from peer mentors.</p>							
<p>Evaluation: The Peer Mentoring Program Coordinator will track the number of students served and provide reporting in their annual program review.</p>							
E.13	Curriculum/course development or adaptation		Professional development	N/A, ongoing support of Office of Equity and Staff Development Equity Related Professional development	Jan 2016 - Dec 2016	\$66,384	\$000,000
Direct student support		Research and evaluation					
Instructional support activities	X	Student equity coordination/planning					
Outreach		Student services or other categorical program					
	<p>Activity Plan (hire): Office of Equity Administrative Assistant Team Lead: Office of Equity, Social Justice, & Multicultural Education</p> <p>The Office of Equity, Social Justice, and Multicultural Education will hire a half-time administrative assistant to support the equity office and staff development office in meeting the college's equity planning goals and activities. The Administrative Assistant will specifically assist with budget tracking, record keeping, contracting, conference/training/workshop logistics, scheduling, and related office administration. In addition, the Administrative Assistant will also support linkages between the Office of Equity and Staff Development, which includes assisting with Partners In Learning, Service Excellence, and equity-related programs, that emphasize supporting classified staff in creating a welcoming environment for students and identifying linkages to the equity indicators.</p>						
<p>Link to Goal: The Administrative Assistant will work with the equity office as well as those accessing services from these campus-wide offices.</p>							
<p>Evaluation: The Administrative Assistant will help with all equity programming and services related to the state equity report initiatives.</p>							

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
E.14	Curriculum/course development or adaptation		Professional development	N/A, ongoing data analysis	Sep 2015 - Jun 2016	\$80,980.00	\$00,000.00
	Direct student support	X	Research and evaluation				
	Instructional support activities		Student equity coordination/ Planning				
	Outreach		Student services or other categorical program				
<p>Activity Plan (continued position): Student Equity Research Analyst Team Lead: Office of Instruction</p> <p>The Office of Instruction has hired a Research Analyst to support state-mandated equity reporting. The Research Analyst is building rapport and working with various college areas and programs to communicate the equity analysis and help embed evaluation/metrics into program activities that support and enhances equity initiatives. Furthermore, for professional development-related activities, the student equity research analyst will analyze and compare the course completion rates from courses taught by faculty participating in the training and those who were not able to participate.</p> <p><u>Link to Goal:</u> The Research Analyst is communicating equity findings on target populations: age, gender, African American, Filipino, Latino/a, low income, disabled, foster youth, and veteran students.</p> <p><u>Evaluation:</u> The Research Analyst provides equity data analysis during spring and fall quarters when the Equity Plan is undergoing planning and reporting to the governance groups. In addition, the Research Analyst provides ad hoc equity analysis as needed.</p>							
E.15	Curriculum/course development or adaptation	X	Professional development	African American, 75 Filipino, 75 Latino/a, 75 Low Income, 25 Disabled, 50 Foster Youth, 50 Veterans, 50	Sep 2015 - Dec 2016	\$83,903.00	\$00,000.00
	Direct student support		Research and evaluation				
	Instructional support activities	X	Student equity coordination/ planning				
	Outreach		Student services or other categorical program				

ID	Activity Type(s)	Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	Activity Plan (hire): Director of Equity Office (70% faculty reassigned time)		Team Lead: Office of Instruction		
	<p>The Director or the Office of Equity, Social Justice, and Multicultural Education will receive 70% reassigned time for related program development, co-facilitation of the high impact practices series, oversight and development of equity core team programs and services, supervision of the student equity program coordinator and equity office administrative assistant and related state equity work. The Director will also assist with the deepening of campus partnerships with Student Success and Retention Services programs, Learning in Communities, Outreach and Relations with Schools, Umoja, Higher Education for AB540 Students, Jean Miller Center for Gender and Sexualities, Foster Youth Programs, Disability Support Programs and Services, and Veterans affairs to ensure HIP implementation and linkages between identified strategies for student success.</p>				
	<p>Link to Goal: The Director will be a key leader and an additional support team member to assist with student success and equity initiatives.</p>				
	<p>Evaluation: The Director will track the number of faculty, staff, and administrators who participate in key professional development programs and the correlation with their participation and student impact. The student equity research analyst will analyze professional development and coaching program completion and related student impact.</p>				

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Other College- or District-wide Initiatives Affecting Several Indicators

Two state-wide and one college-wide initiatives guide equity work at De Anza: Basic Skills Initiative (BSI), Student Success and Support Programs Initiative, and Disability Support and Program Services (DSPS). Campus activities that support these initiatives include institutional research, our shared governance including the equity action council, district-wide climate assessments, annual equity and program reviews, equity strategic planning throughout our educational master plan, democratic and civic capacity- building for social justice, and robust staff development. These strategic initiatives are critical tenets to move the equity agenda forward.

This Student Equity Plan further highlights goals and activities identified above as well as those specifically identified by the state as measures of equity progress. All activities fully address and are integrated, per the recommended crosswalk, with all state-wide and college-wide initiatives. Activity outcomes reflect these combined efforts. All of De Anza College's efforts are guided by our conceptual framework, theory of action/change, the college's vision, mission and values, and most importantly, a passionate commitment to equity and social justice.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

F.1 to F.4	INDICATORS TO BE AFFECTED BY BSI ACTIVITIES
	Access
X	Course Completion
X	ESL and Basic Skills Completion
	Degree and Certificate Completion
	Transfer

F.5	INDICATORS TO BE AFFECTED BY DSPS ACTIVITIES
	Access
X	Course Completion
X	ESL and Basic Skills Completion
X	Degree and Certificate Completion
X	Transfer

F.6	INDICATORS TO BE AFFECTED BY EOPS ACTIVITIES
	Access
	Course Completion
	ESL and Basic Skills Completion
	Degree and Certificate Completion
	Transfer

F.7	INDICATORS TO BE AFFECTED BY STUDENT SERVICES ACTIVITIES
	Access
	Course Completion
	ESL and Basic Skills Completion
X	Degree and Certificate Completion
	Transfer

F.X to F.X	INDICATORS TO BE AFFECTED BY X ACTIVITIES
	Access
	Course Completion
	ESL and Basic Skills Completion
	Degree and Certificate Completion
	Transfer

F.X to F.X	INDICATORS TO BE AFFECTED BY X ACTIVITIES
	Access
	Course Completion
	ESL and Basic Skills Completion
	Degree and Certificate Completion
	Transfer

ACTIVITIES: ACTIVITIES AFFECTING SEVERAL GOALS (F.1 to F.X)

ID	Activity Type(s)		Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds		
F.1		Curriculum/course development or adaptation	Male, 500 African American, 45 Filipino, 70 Latino/a, 260 Low Income, 200 Disabled, 40 Foster Youth, 10 Veterans, 20	Feb 2016 - Jun 2016	\$00,000.00	\$00,000.00		
	X	Direct student support					X	Professional development
		Instructional support activities						Research and evaluation
		Outreach					X	Student equity coordination/ Planning
			X	Student services or other categorical program				

ID	Activity Type(s)				Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	<p>Activity Plan (implement): Multiple Measures Assessment Project Pilot Team Lead: Office of Institutional Research & Planning</p> <p>De Anza College is one of 28 pilot colleges participating in the Multiple Measures Assessment Project (MMAP) as part of the Common Assessment Initiative. The MMAP asks pilot colleges to analyze a retrospective cohort of students using the multiple measures rule sets, which uses high school courses, grades and overall GPA to predict students' placement in college-level English and math courses. The rule set, or model, places students in an English and math course where their predicted success rate will be at least a 2.2 GPA.</p> <p>As part of the pilot project, De Anza will use the multiple measures model to place a cohort of students in spring 2016, and to implement one of six recommended Non-Cognitive Variable (NCV) scales to a cohort of students and report the responses to Cal-PASS Plus at the end of spring 2016 quarter. The data will be used to determine the value added of incorporating the NCV to the multiple measures model. At the conclusion of the pilot, Cal-Pass Plus will provide college-level analysis to the pilot colleges and report its findings to the State.</p> <p>Link to Goal: The activity could effectively place students in a higher English and/or math level; and therefore, saving students time and increasing their likelihood of throughput. In addition, the activity will enable De Anza to evaluate the effectiveness of its current placement process and the use of high school transcript data to predict English and math placement.</p> <p>Evaluation: The Office of Institutional Research and Planning will analyze and share results of the pilot outcomes to the college. Pending outcomes, De Anza will consider potential revisions to its assessment testing.</p>							
F.2	X Curriculum/course development or adaptation	X	Professional development	African American, 50 Latino/a, 120	Sep 2015 - Jun 2016	\$00,000.00	\$10,000.00 BSI	
	X	Research and evaluation						
X		Student equity coordination/ planning						
		Student services or other categorical program						
	<p>Activity Plan (implement): Developmental and Readiness Education Collaboration with ESL Team Lead: Basic Skills Initiative Co-Chairs and ESL Department Chair</p> <p>Our Developmental and Readiness Education (DARE) Taskforce will partner with the ESL Department and Institutional Research to identify and develop interventions that will increase ESL and basic skills completion for African American and Latino students.</p> <p>Link to Goal: African American and Latino/a students are disproportionately impacted across all three ESL and basic skills indicators. Identifying interventions will help improve their completion rates and assist targeted populations complete the basic skills sequence.</p> <p>Evaluation: Pending outcomes, we will assess and establish an evaluation for the intervention(s).</p>							

ID	Activity Type(s)				Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	X	Curriculum/course development or adaptation	X	Professional development	African American, 50 Filipino, 50 Latino/a, 100 Low Income, 200 Disabled, 25 Foster Youth, 25 Veterans, 50	Jan 2016 - Dec 2016	\$00,000.00	\$30,000.00
	X	Direct student support		Research and evaluation				
	X	Instructional support activities		Student equity coordination/ planning				
	X	Outreach	X	Student services or other categorical program				
F.3	<p>Activity Plan (implement): English and Math Readiness Summer Jams Team Lead: DARE Taskforce</p> <p>Our Developmental and Readiness Education (DARE) Taskforce provides oversight on campus-wide basic skills initiatives with student equity in mind. DARE will continue its basic skills initiative by partnering with English, ESL, Reading, Math, Counseling, and Outreach and Relations with Schools to research, develop, and implement two four-day boot camps/jams to incoming first-year students (primarily African American, Latino/a, low income, disabled, foster youth). These boot camps/jams will provide workshops on English and math readiness, placement and assessment, and introduce students to support services, learning communities with basic skills preparedness, and career programs.</p> <p>Link to Goal: The English and Math Readiness Summer Jams will provide students the opportunity to refresh their English and math skills and assist them in achieving a higher placement in English and math courses.</p> <p>Evaluation: The student equity research analyst will analyze and compare the basic skills course completion rates of English and Math Readiness Summer Jam participants to non-Summer Jam students. The goal is to have Summer Jam participants complete at higher rates than non-Summer Jam participants. The results will serve as baseline and be used for future Summer Jam program evaluation.</p>							
F.4		Curriculum/course development or adaptation		Professional development	African American, 50 Foster Youth, 50 Latino/a, 50 Low Income, 50 Disabled, 50 Veterans, 50	Jan 2016 - Jun 2016	\$00,000.00	\$00,000.00
		Direct student support	X	Research and evaluation				
		Instructional support activities		Student equity coordination/ planning				
		Outreach		Student services or other categorical program				

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds														
	<p>Activity Plan (implement): Exit Survey</p> <p>About 75 percent of all De Anza students are placed into at least one developmental course. Since basic skills courses are precursors into degree/certificate-applicable courses, students' success in basic skills could positively or negatively shape their educational outlook and progress. De Anza students are able to drop a class via MyPortal, but their reason for dropping the class has not been tracked. For this reason, the DARE Taskforce requested for an exit survey to be developed. The purpose of the exit survey is to obtain and evaluate students' reasons for dropping classes in basic skills ESL, English Writing, Reading, Language Arts, and Math.</p> <p>Link to Goal: The data from the exit survey will be used to assess course scheduling and program reviews.</p> <p>Evaluation: The student equity research analyst will provide data analysis to the DARE Taskforce Student Success and Support Programs- Student Equity Advisory Committees.</p>																				
F.5	<table border="1"> <tr> <td data-bbox="285 607 331 683"></td> <td data-bbox="331 607 680 683">Curriculum/course development or adaptation</td> <td data-bbox="680 607 726 683"></td> <td data-bbox="726 607 1096 683">Professional development</td> </tr> <tr> <td data-bbox="285 683 331 760">X</td> <td data-bbox="331 683 680 760">Direct student support</td> <td data-bbox="680 683 726 760"></td> <td data-bbox="726 683 1096 760">Research and evaluation</td> </tr> <tr> <td data-bbox="285 760 331 836"></td> <td data-bbox="331 760 680 836">Instructional support activities</td> <td data-bbox="680 760 726 836"></td> <td data-bbox="726 760 1096 836">Student equity coordination/ planning</td> </tr> <tr> <td data-bbox="285 836 331 911"></td> <td data-bbox="331 836 680 911">Outreach</td> <td data-bbox="680 836 726 911">X</td> <td data-bbox="726 836 1096 911">Student services or other categorical program</td> </tr> </table>		Curriculum/course development or adaptation		Professional development	X	Direct student support		Research and evaluation		Instructional support activities		Student equity coordination/ planning		Outreach	X	Student services or other categorical program	Disabled, 600	Sep 2015 - Jun 2016	\$00,000.00	\$00,000.00
	Curriculum/course development or adaptation		Professional development																		
X	Direct student support		Research and evaluation																		
	Instructional support activities		Student equity coordination/ planning																		
	Outreach	X	Student services or other categorical program																		
	<p>Activity Plan (implement): Disability Support and Program Services</p> <p>Our Disability Support and Program Services (DSPS) team serves over 1,000 students each year and provides our disabled students with educational planning, academic advising, and tutoring services to assist in their course, degree/certificate, and transfer completion. In order to ensure access to the college's curriculum, facilities, and programs, and to promote student success, DSPS offers on- and off-campus programs offering a comprehensive array of accommodations, educational assistance classes, and support services. Some of these support services to assist our disabled students include:</p> <ul style="list-style-type: none"> • educational diagnostic center: assessment, accommodations • adapted physical education: adapted physical, aquatics, and outdoor education • disability support services: accommodations and services such as sign language, interpreting/captioning, assistive technology • HOPE*/De Anza: off-campus sites offering work preparation and support <p>*HOPE Services is a CARF-accredited agency which is considered the gold standard, the premiere accrediting body for rehabilitation programs. Facilities that are CARF-accredited must meet stringent international standards. CARF sees as its core values: ensuring that all people have the right to be treated with dignity and respect; that all people have access to needed services that achieve optimum outcomes; and that all people be empowered to exercise informed choice.</p>																				

ID	Activity Type(s)			Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
	<p><u>Link to Goal:</u> Our DSPS program provides student support services to disabled students that assists in making college less prohibitive, and caters to students' specific needs.</p> <p><u>Evaluation:</u> DSPS will track the number of students served and provide reporting in their annual program review.</p>						
F.6	Curriculum/course development or adaptation		Professional development	African American, X Filipino, X Latino/a, X Low Income, X DSPS, X Foster Youth, X Veterans, X	Mon YYYY – Mon YYYY	\$00.000.00	\$00.000.00
	Direct student support		Research and evaluation				
	Instructional support activities		Student equity coordination/ planning				
	Outreach		Student services or other categorical program				
<u>Activity Plan (implement):</u>			Team Lead:				
<u>Link to Goal:</u>							
<u>Evaluation:</u>							
F.7	Curriculum/course development or adaptation		Professional development	African American, 45 Filipino, 75 Latino/a, 280 Low Income, 200 Disabled, 45 Foster Youth, 8 Veterans, 18	Jan 2016 - Jun 2016	\$00,000.00	\$00,000.00
	Direct student support		Research and evaluation				
	Instructional support activities		Student equity coordination/ planning				
	Outreach	X	Student services or other categorical program				
<u>Activity Plan (implement): DegreeWorks Audit</u>			Team Lead: Office of Student Services, Admissions and Records				
The Admissions and Records (A&R) team will run a report of students with enough credits to receive a degree or certificate, and alert these students to file for a degree or certificate completion.							
<u>Link to Goal:</u> The DegreeWorks audit will serve as another touch-point to ensure students achieve their educational goal. The A&R team will be able to assist students to file for a degree or certificate, and refer students to see their academic counselors/advisors if students opt not to file due to changes in educational goals, majors, etc.							
<u>Evaluation:</u> The A&R team will run the audit report one time per year, and include their findings and outcomes in their annual program review. Pending outcomes, we will reassess the estimated number of students affected by the DegreeWorks audit.							

ID	Activity Type(s)		Target Populations(s), Estimated Number	Start and End Date	Equity Funds	Other Funds
F.X	Curriculum/course development or adaptation	Professional development	African American, X Filipino, X Latino/a, X Low Income, X DSPS, X Foster Youth, X Veterans, X	Mon YYYY – Mon YYYY	\$00.000.00	\$00.000.00
	Direct student support	Research and evaluation				
	Instructional support activities	Student equity coordination/ planning				
	Outreach	Student services or other categorical program				
<u>Activity Plan (implement):</u>			<u>Team Lead:</u>			
<u>Link to Goal:</u>						
<u>Evaluation:</u>						

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Summary Budget

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DIRECTIONS FROM STATE

Print a completed copy of the Summary Budget spreadsheet and attach after this page.

The Summary Budget spreadsheet uses the CCCC Budget and Accounting Manual object codes and definitions to account for expenditures. Funding listed for specific activities in the plan narrative under the sections for Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, Transfer and Other College- or District-wide Initiatives Affecting Several Indicators must also be entered into the Summary Budget spreadsheet. As stated earlier, [a list of eligible and ineligible uses of student equity funds](#) is available on the CCCC website. Student equity funding does *not* require colleges to provide matching funds. However, equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

Summary Evaluation

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SUMMARY EVALUATION SCHEDULE AND PROCESS

Overview of Institutional Metrics

Our institutional metrics are established by our Office of Institutional Research and Planning in collaboration with the College Planning Committee, shared with governance groups, and approved by College Council. The metrics within our Educational Master Plan align with metrics in the Student Success Scorecard and required by the Institutional Effectiveness Partnership Initiative (IEPI).

The institutional metrics were developed with an equity framework in mind; and therefore, many of them relate to our student equity indicators. The target year for when we aim to have these metrics achieved is by 2020, and each metric is accompanied by three goals:

1. Educational Master Plan Goal, which was developed based on trends over the past five years and set at a rate consistent with growth over the five-year period; and serves as our college's metric goal
2. Aspirational Goal, which we strive to achieve at the highest level and is set at least 2 percentage points above our Educational Master Plan Goal
3. Standard Rate, which is the floor in which we do not want to fall below, if we were to fall below this rate, we would want to take steps to improve it

Institutional Goals

Since the majority of our institutional metrics are connected to student equity indicators, our institutional activities to close the achievement gaps are described in the access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer sections of this report. In table 21.0, we provide our institutional metrics that pertain to the five student equity indicators. These metrics are listed with their associated target goals. Some of the measurements listed in the table focuses on our overall student populations, and we provide them for this report to offer a comprehensive and dynamic picture of how our institutional metrics affect our target and non-target student populations.

Institutional Evaluation

Each year, our Office of Institutional Research and Planning, in collaboration with the College Planning Committee, will evaluate and assess changes in each of the standards and provide an update to the shared governance groups and College Council. The information will help our college assess growth or decline in metrics and take actions accordingly. If we were to fall below our standard, we would want to immediately take action to bring the metric up to a rate closer to the five-year average through strategic planning and targeted initiatives.

SUMMARY EVALUATION SCHEDULE AND PROCESS

Table 21.0 De Anza College Institutional Metrics 2015-2020

Student Equity Indicators		Institutional Metrics	Links to Other Report(s)	Target Populations	5-year Average	Current Rate	Standard Rate (floor)	Ed. Master Plan Goal (metric goal)	Aspirational Goal (hopeful)	Target Date
A	Access	Fall enrollment of underrepresented students residing in geographical locations with historically low participation rates will increase to 47%	N/A	African American, Filipino, & Latino/a	43%	44%	42%	47%	49%	By 2020
B	Course Completion	The college will achieve a rate of 77% for the annual course completion rate	IEPI	All	75%	76%	74%	77%	78%	By 2020
B	Course Completion	There will be no more than a 5-percentage point difference between the annual course completion rate for targeted groups and non-targeted groups	IEPI	African American, Filipino, & Latino/a	68%	68%	67%	72%	74%	By 2020
B	Course Completion	The college will attain an overall <i>persistence</i> rate of 75%	Scorecard	All	74%	71%	73%	75%	78%	By 2020
B	Course Completion	Targeted groups will <i>persist</i> from fall to fall at a rate within 5% of non-targeted groups	Scorecard	African American, Filipino, & Latino/a	68%	73%	67%	75%	77%	By 2020
B	Course Completion	The college will achieve a rate of 89% or the highest score within the peer group on the completion rate for <i>prepared</i> students	IEPI & Scorecard	Prepared students	83%	84%	82%	89%	91%	By 2020
C	ESL and Basic Skills	The college will achieve a rate of 62% or the highest score within the peer group on the completion rate for <i>unprepared</i> students	IEPI & Scorecard	Unprepared students	58%	60%	57%	62%	64%	By 2020
C	ESL	The college will achieve an ESL course completion rate of 50%	IEPI & Scorecard	All	42%	46%	41%	50%	52%	By 2020
C	Basic Skills English	The college will achieve a basic skills English course completion rate of 77%	IEPI & Scorecard	All	70%	73%	69%	77%	79%	By 2020
C	Basic Skills Math	The college will achieve a basic skills Math course completion rate of 57%	IEPI & Scorecard	All	52%	55%	51%	57%	59%	By 2020
D	Degree Completion	The number of associate degrees awarded will increase to 2,100	IEPI	All	1,444	1,701	1,500	2,100	2,300	By 2020
D	Certificate Completion	The number of certificates awarded will increase to 675	IEPI	All	550	584	500	675	700	By 2020
E	Transfer	The number of students who transfer to a four-year institution will increase to 2,800	IEPI	All	2,420	2,604	2,400	2,800	2,850	By 2020

Attachments

Veronica/Rowena/Marisa to provide (15-16 SSSP Plan, DA Educational Master Plan)

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Appendix

The Five Knowledge Areas

1. Social Justice: The Center for Economic and Social Justice provides the following definition for social justice, which guides our work: Social justice is the virtue that guides us in creating those organized human interactions we call institutions. In turn, social institutions, when justly organized, provide us with access to what is good for the person, both individually and in our associations with others.

2. Civic Capacity for Equity and Social Justice: The De Anza College Institute for Community and Civic Engagement has defined civic capacity for equity and social justice as a desire for our students to see themselves as active agents who have the skills and motivation to act in these four areas of life to bring about outcomes where people are met where they are and treated with respect to be able to build a world in which people can realize their capacities. In summary, we uphold that civic capacity is the ability to make a difference, to have the knowledge, skills, and motivation to be an agent of change in the world.

3. Multicultural Education: The National Association of Multicultural Education defines multicultural education as “a process that permeates all aspects of our campus practices, policies and organization as a means to ensure the highest levels of academic achievement for all students. It helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse groups. It prepares all students to work actively toward structural equality in organizations and institutions by providing the knowledge, dispositions, and skills for the redistribution of power and income among diverse groups.”

4. Cultural Humility: Cultural humility is based on the following principles: (1) lifelong learning and self-critique, (2) community as partner and teacher/end-user (student) as partner and expert, (3) redressing power and privilege, and (4) Institutional consistency.⁸

5. Transformative Organizing: Social Justice Leadership developed *Transformative Organizing* as an approach to social justice organizing that greatly expands its impact. *Transformative Organizing* is about creating deep shifts in how we are as people, how we relate to each other, and how we structure institutions and society. It brings together approaches to transformative change, ideological development, and impactful grassroots organizing to create a new paradigm for organizing. In short, it argues that organizations can result in thriving “micro-democracies” when we intentionally address individual oppression, institutional oppression, and develop the

⁸ Tervalon, M., & Murray-Garcia, J. (1998). Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education. *Journal of Healthcare for the Poor and Underserved*, Volume 9(2).

capacity for individual agency. In so doing, we create social change agents that act within the system to transform power structures and ideologies that undermine equity and equality.

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