

**The Equity for All Project at De Anza College:  
A Review of Key Indicators of Student Participation and Success by Ethnicity**

April 25, 2006, Draft

Introduction

In the spring of 2005, De Anza College accepted an invitation from the University of Southern California (USC) to join the *Equity for All: Institutional Responsibility for Student Success* project. A partnership between the Center for Urban Education at USC's Rossier School of Education, the Lumina Foundation for Education, and the Chancellor's Office for California Community Colleges, *Equity for All* seeks to close the equity gap in postsecondary educational outcomes, particularly among students of color.

Ten community colleges in California are participating in the project. De Anza was invited to participate in the project based on the racial/ethnic composition of its student body, having total enrollment of non-White students of 50% or more. In addition to meeting the demographic criteria for participation, De Anza's historical commitment to diversity and equity matched the goals and desired outcomes of *Equity for All*.

After review of the information presented in this report, the following questions are presented for consideration by the campus community and will be discussed in greater detail below:

- 1) Why does the percentage of students transferring to the University of California vary among ethnic groups?
- 2) Why is the participation in transfer level English and mathematics courses for some ethnic groups, especially Latinos\*, less than might be expected based on their representation in the overall De Anza student population?
- 3) Why are there differences in course success rates among ethnic groups in basic skills English and Mathematics courses?

For each question above, the campus is asked to examine the following:

- a. What are the factors that contribute to these phenomena?
- b. What can we do about this as an institution?

Goals and Background of the *Equity for All* Project

The *Equity for All* project focuses on defining the problem(s) through an in-depth examination of institutional data, disaggregated by ethnicity. The philosophy suggests that:

“...campus members, at all levels of responsibility and influence, have the potential to become agents of equitable educational outcomes.” (*Equity for All*, see Appendix A).

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\* In this report, the terms *Latinos* and *Hispanics* are used interchangeably

Recent demographic shifts in the students enrolled at the college and the adult population from which the college draws its enrollment, have created institutional challenges that are underscored by recurring themes of inequity in student outcomes among different ethnic groups. Despite a history of campus-wide initiatives to address student equity, disparities in rates of student success among specific ethnic groups persist. To strengthen existing initiatives, De Anza joined the *Equity for All* project as a means of focusing research to identify critical measures of equity and/or inequity and to ask the critical questions that can direct and shape efforts. The project is timely in that it supports the development and/or updating of existing planning initiatives and committee activities including:

- The 2005-07 Strategic Planning Process
- The 2004-05 Self Study Accreditation Report
- Campus, Division, and Departmental Equity Plans
- Division and Departmental Program Reviews.

A team of De Anza faculty and staff received training at the University of Southern California in May 2005. The team<sup>†</sup> met 10 times during the 2005-06 academic year to analyze available data, disaggregated by ethnicity. The data included indicators of student access, retention, excellence and success. The goal was to develop a comprehensive view of student performance, by ethnicity, at De Anza College. The measures form the basis for a campus discussion of areas requiring attention and for the establishment of a baseline against which campus goals can be tracked.

#### Types of Indicators

A broad set of indicators, adapted from the “Equity Scorecard”<sup>‡</sup> framework, have been examined to develop a view of how well the institution may be serving the various ethnic groups. Indicators have been selected from the following four groups:

***Student Access:*** Indicators that represent access to courses, programs and paths to transfer and/or degrees/certificates.

***Success:*** Measures that indicate students’ successful completion of important courses in math and English, and successful obtainment of a degree or transfer to a four year institution.

***Persistence:*** Measures that track continued attendance from one term to the next or from one year to the next year.

***Excellence:*** Measures that represent higher level academic accomplishments such as enrollment in science, technology, engineering, or mathematics courses, and transfer to selective institutions.

The measures selected are by no means exhaustive, but together they begin to paint a picture of educational success by ethnicity. The data are not meant to explain why differences may occur between ethnic groups – some differences are not within the college’s ability to affect. The point of examining a defined set of indicators together in a structured way is to facilitate campus agreement of the meaning of any differences and acceptance of responsibility for improvement.

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<sup>†</sup> See Appendix B for team membership

<sup>‡</sup> See Appendix C for the Equity Scorecard measures developed by USC’s *Equity for All* project

### De Anza College Demographics

De Anza College, founded in 1967, is one of the largest single-campus community colleges in the nation. Sitting on 112 acres, the campus is located in Cupertino, California and is one of two colleges in the Foothill-De Anza Community College District. The boundaries of the Fremont Union High School District, roughly the cities of Sunnyvale and Cupertino, comprise the traditional service area of the College. Although most De Anza students reside in Santa Clara County, the College now serves the region known as Silicon Valley, broadly defined as Santa Clara and San Mateo Counties

Silicon Valley is a high technology area of high income and changing ethnicity. Significant trends include:

- Between 1993 and 2003, the share of Asian/Pacific Islander (non-Hispanic) residents almost doubled, from 19% in 1993 to 36% in 2003.
- In 2003, the percentage of White (non-Hispanic) and Asian/Pacific Islander (non-Hispanic) residents was nearly equal, at 37% and 36% respectively. In 1993 Whites (non-Hispanic) made up nearly 60% of the regions' population.
- The share of Hispanic residents increased by half from 15% in 1993 to 23% in 2003.
- The percentage of the Silicon Valley population that is Black (non-Hispanic) decreased slightly from 1993 to 2003, while the share of American Indian/Alaskan Native/Other (non-Hispanic) remained virtually the same.
- In 2003, 40% of the region's population was foreign born, up from 32% in 2000. Two out of five Silicon Valley residents were born outside this country.

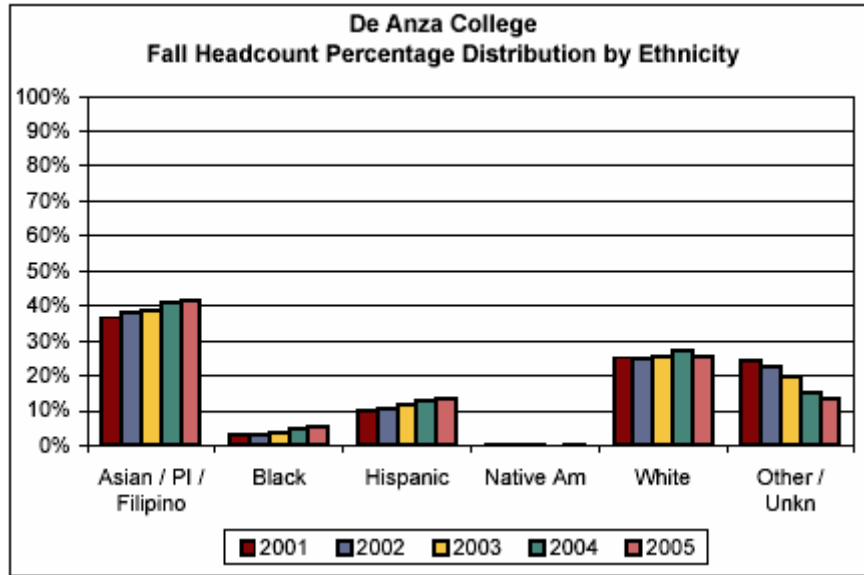
Source: Silicon Valley's Joint Venture 2004 (<http://www.jointventure.org/>)

Important demographics of the De Anza College student population include:

- Students from the traditional service area (cities of Cupertino and Sunnyvale) now account for only about 25% of the student population.
- About 45% of students come from the city of San Jose, while only 12% come from Sunnyvale and 10% from Cupertino.
- Nearly 80% of students attend classes during the day.
- Just over 25% of students are considered full time, taking 12 or more units.
- About 1,000 international students attend the college each quarter, making De Anza College one of the largest community college programs for international students in the country.
- About 52% of De Anza College students each quarter are female.
- Each quarter about 60% of the students enrolled at De Anza College are 24 years old or younger.

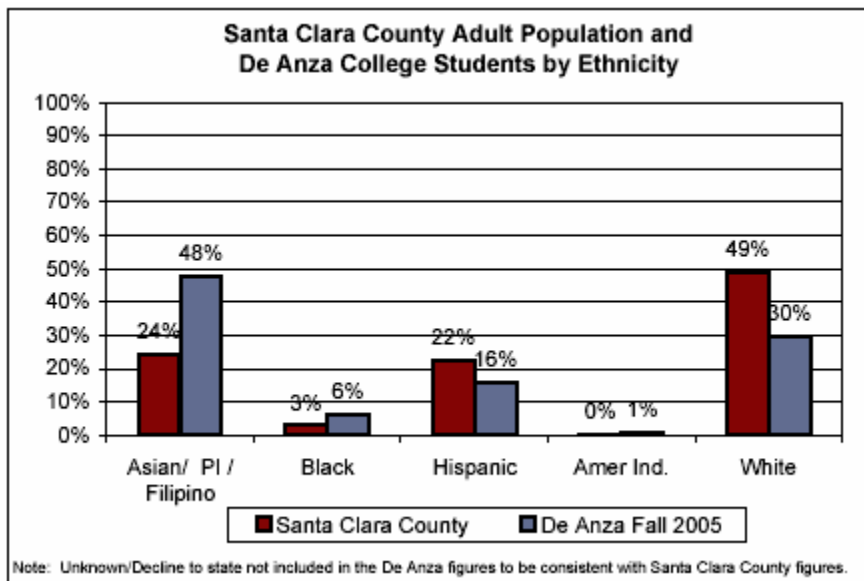
The De Anza College student population reflects a diversity of ethnic groups. Students identifying themselves as Asian, Pacific Islander and Filipino make up about 40% of the headcount enrollment in the fall of 2005. White students represented about 25% of the student population, while Hispanics and Blacks represent about 13% and 5% respectively (see Figure 1).

Figure 1



Compared to the ethnicity of the adult population in Santa Clara County, the De Anza College student population (with Unknown and Decline to State responses redistributed) is proportionally more Asian and Black and less White and Hispanic (see Figure 2).

Figure 2



De Anza College Equity for All Indicators

The De Anza College Equity for All Indicators’ are based on cross sectional as well as longitudinal data. Cross sectional data provides a snapshot of student enrollment in a particular quarter or year. The longitudinal data comes from the Student Right to Know (SRTK) cohort files. A SRTK cohort includes students that are first time, enrolled in

degree applicable courses in a given fall term. The state tracks the outcomes, in terms of transfer and degree obtainment, of each cohort of students over the subsequent three-year period.

The most recent SRTK cohort for which information is available is fall 2001. As can be seen in Figure 3, the demographic characteristics of the 5,511 students in the cohort are similar to those of the overall population of students attending De Anza in fall 2001, with the exception that the cohort has a higher percentage of Asian students. The fall 2001 student population differs from the fall 2005 population in that the Decline to State percentage has gone down (partly due to changes in the application), while the percentage of students of color has increased.

Figure 3

**De Anza College Enrollment by Ethnicity**

Ethnic Grouping	All Students Enrolled Fall 2005		All Students Enrolled Fall 2001		SRTK Students Enrolled Fall 2001	
	Count	Percentage	Count	Percentage	Count	Percentage
African-American	1,218	5%	774	3%	163	3%
Asian/Asian-American	8,061	35%	7,786	31%	2,026	37%
Filipino / Pacific Islander	1,530	7%	1,050	4%	325	6%
Hispanic/Latino	3,200	14%	2,560	10%	561	10%
Native-American	131	1%	113	0%	20	0%
Other	515	2%	478	2%	63	1%
White	5,982	26%	6,300	25%	1,422	26%
Decline to State	2,618	11%	5,592	22%	931	17%
<b>Total</b>	<b>23,255</b>	<b>100%</b>	<b>24,987</b>	<b>100%</b>	<b>5,511</b>	<b>100%</b>

Student Access Indicators

As mentioned previously, student access indicators represent access to courses, programs and paths to transfer and/or degrees/certificates. Enrollment in Counseling 100, Orientation to College<sup>§</sup>, during the first term is one indicator of access. Research has linked student awareness of college services to student success at the college. Figure 4 is the percentage of each ethnic group that enrolled in Counseling 100. For example, 47% of the Hispanic students enrolled in Counseling 100 during the summer or fall term in which they started. Overall, about 1/3 of the SRTK Cohort enrolled in the orientation course their first term. On this measure of access, a higher percentage of African American, Filipino and Hispanic students enrolled in Counseling 100 than Asian and White students.

Figure 5 shows the initial education goal of each ethnic group; about 1/3 of the SRTK Cohort selected transfer to a 4 year institution as their initial education goal. A higher percentage of African American, Filipino and Hispanic students chose transfer than Asian or White students.

<sup>§</sup>A matriculation-mandated .5 unit orientation course that focuses on programs, services, policies, degrees, transfer requirements, and college culture

Figure 4

**Percent of Each Ethnic Group Enrolling in Orientation  
De Anza College Fall 2001 SRTK Cohort**

Ethnic Group	Fall 2001	Enrolled in COUN100- Orientation 2001M or F	
	SRTK Cohort	Number	Percent
African-American	163	60	37%
Asian/Asian-American	2,026	725	36%
Filipino / Pacific Islander	325	161	50%
Hispanic/Latino	561	262	47%
Native-American	20	0	0%
Other	63	60	96%
White	1,422	463	33%
Decline to State	931	282	30%
<b>Total</b>	<b>5,511</b>	<b>2013</b>	<b>37%</b>

Figure 5

**Percent of Each Ethnic Group By Initial Goal Selected on the Application  
De Anza College Fall 2001 SRTK Cohort**

Ethnic Group	Fall 2001 SRTK Cohort	Initial Education Goal			
		Transfer with or without Associate Degree	Associate Degree or Certificate	Job or Personal Enrichment	Undecided
African-American	163	47%	4%	23%	26%
Asian/Asian-American	2,026	32%	4%	37%	27%
Filipino / Pacific Islander	325	42%	5%	24%	29%
Hispanic/Latino	561	39%	8%	21%	32%
Native-American	20	50%	5%	45%	0%
Other	63	33%	13%	30%	24%
White	1,422	32%	7%	33%	28%
Decline to State	931	31%	3%	38%	28%
<b>Total</b>	<b>5,511</b>	<b>34%</b>	<b>5%</b>	<b>33%</b>	<b>28%</b>
		N = 1,861	N = 283	N = 1,831	N = 1,536

Figure 6 shows enrollment in pre-collegiate and college level English and Math courses. African American, Filipino and Hispanic students are overrepresented in pre-collegiate courses and under-represented in college English and Math courses when compared to their percentage of the overall De Anza student population.

Figure 6

**Percent of Each Ethnic Group Enrolling in Selected Courses  
De Anza College Fall 2001 SRTK Cohort**

Ethnic Group	Enrollment in Fall 2001				
	Fall 2001 SRTK Cohort	% Enr in EWRT100B	% Enr in EWRT1A	% Enr in MATH101	% Enr in MATH10-11 or 22
African-American	163	9%	2%	4%	3%
Asian/Asian-American	2,026	7%	5%	2%	3%
Filipino / Pacific Islander	325	17%	7%	12%	2%
Hispanic/Latino	561	14%	4%	7%	2%
Native-American	20	0%	5%	5%	0%
Other	63	14%	19%	11%	2%
White	1,422	8%	7%	7%	2%
Decline to State	931	6%	6%	5%	3%
<b>Total</b>	<b>5,511</b>	<b>8%</b>	<b>6%</b>	<b>5%</b>	<b>3%</b>
		N = 455	N = 315	N = 291	N = 149

Note:  
 EWRT100B: *Preparatory Reading and Writing*, prerequisite to degree/transfer level English course  
 EWRT 1A: *Composition and Reading*, transfer/degree level English composition course  
 MATH101: *Elementary Algebra*, prerequisite to degree level (but not transfer level) math course  
 MATH 10; 11; or 22: *Statistics; Finite Math; Discrete Math*, common transfer-level courses

Figure 7 shows the percentage of course enrollment contributed from each ethnic group for all De Anza students in 2004-05 (not the SRTK cohort).

Figure 7

**Enrollment in Selected Courses by Ethnicity (All Students)  
De Anza College 2004-05**

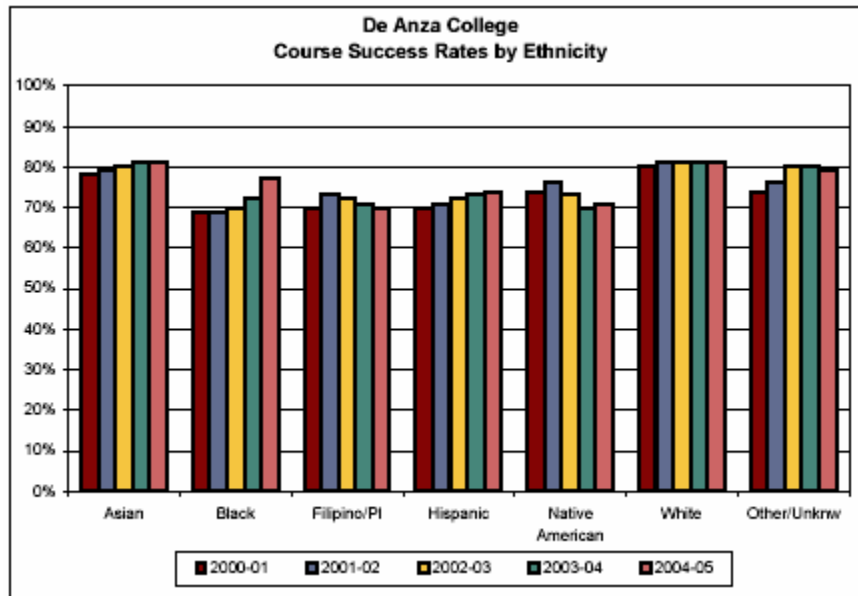
Ethnic Group	Percent of Course Enrollment				
	Enrollment in All Courses	EWRT100B	EWRT1A	MATH 101+112	MATH10-11 or 22
African-American	5%	4%	3%	7%	3%
Asian/Asian-American	37%	39%	41%	16%	45%
Filipino / Pacific Islander	7%	11%	8%	11%	7%
Hispanic/Latino	12%	18%	12%	24%	10%
Native-American	0%	1%	0%	1%	0%
Other	2%	2%	2%	2%	2%
White	23%	19%	23%	29%	21%
Decline to State	14%	7%	10%	10%	12%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
	N = 189,736	N = 1,959	N = 3,737	N = 1,795	N = 4,152

While this is a different measure and year than in Figure 6, the results are similar in that Hispanic students, for example, continue to be over-represented in the pre-collegiate English and Math courses

Indicators of Student Success

Figure 8 shows college-wide course success rates by ethnicity for the last five fiscal years. Course success is defined as the number of students receiving an A, B, C, or Pass grade / total number of students receiving a grade. As depicted, Asian and White student success rates continue to be above those all other ethnic groups.

Figure 8



Differences in success rates are evident in both pre-collegiate and college level English and Math courses shown in Figure 9. However, the differences at the pre-collegiate level are particularly important given the higher participation of African American, Filipino, and Hispanic ethnic groups in these courses.



Figure 9

**Course Success Rates in Selected Courses by Ethnicity (All Students)  
De Anza College 2004-05**

Ethnic Group	Percent Course Success				
	Enrollment in All Courses	EWRT100B	EWRT1A	MATH 101+112	MATH10-11 or 22
African-American	77%	70%	76%	23%	48%
Asian/Asian-American	81%	80%	85%	58%	69%
Filipino / Pacific Islander	73%	80%	80%	52%	50%
Hispanic/Latino	74%	71%	77%	49%	47%
Native-American	71%	60%	85%	35%	73%
Other	77%	87%	79%	42%	61%
White	81%	80%	82%	58%	64%
Decline to State	81%	74%	80%	54%	66%
Total	79%	77%	82%	52%	63%

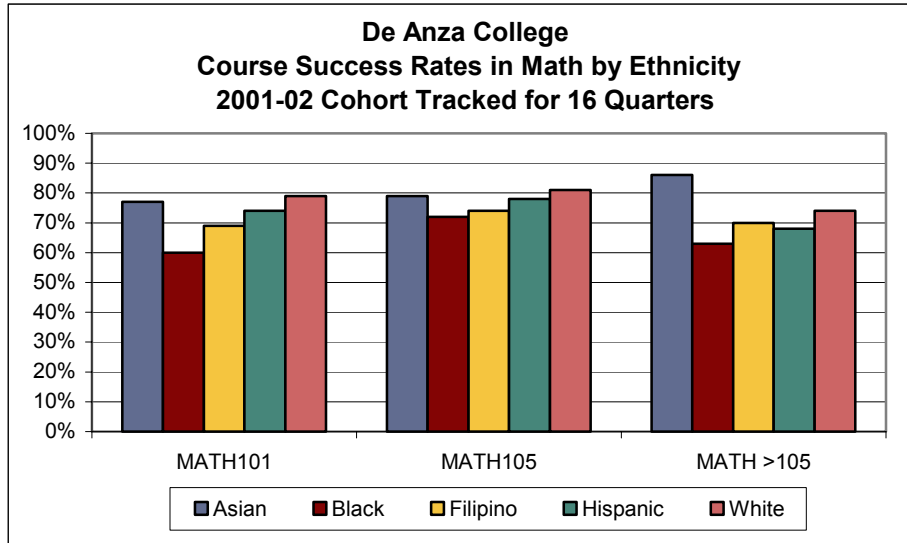
Note: Course Success is defined as the number of students receiving an A,B,C or P grade divided by the total number receiving a grade (students enrolled at Census).

Figures 10 and 11 track the progress of cohorts of students in English writing (EWRT) and mathematics (MATH) through a sequence of courses. These charts examine the percent of students who attempt and complete their first course and subsequent courses in a particular basic skill sequence or pathway. These figures examine only one possible path in each area, the sequence with the largest number of students.

Each cohort is tracked for 16 quarters. The first course in the sequence is the first of that area taken by the student after entering as a new student in the indicated cohort year. The success rates reflect whether a student ever attempted the course and succeeded in the course with a grade of A, B, C, or P. If a student repeated a course, a success on any attempt is counted once in the success rate. Thus, these sequence rates differ from course success rates, which include all attempts and all success or non-success results.

The results shown in Figures 10 and 11 indicate that there are differences in course success rates between groups of students starting a course sequence at the same time. For both MATH and EWRT, the number succeeding in college level courses is a fraction of those starting the sequence. For example, 89 Hispanic students in the 2001-02 cohort were successful in MATH101 (a 74% success rate means that 120 students actually started MATH101). Of the 89 Hispanic students, only 34 were successful in a college level math course. It must be acknowledged that not every student needs or wants to succeed in college level math. The result that less than half of the students that begin in pre-college level MATH (101) end up completing college level work in MATH is consistent with the EWRT results as well.

Figure 10



Note: Ethnic groups of less than 25 are not graphed.

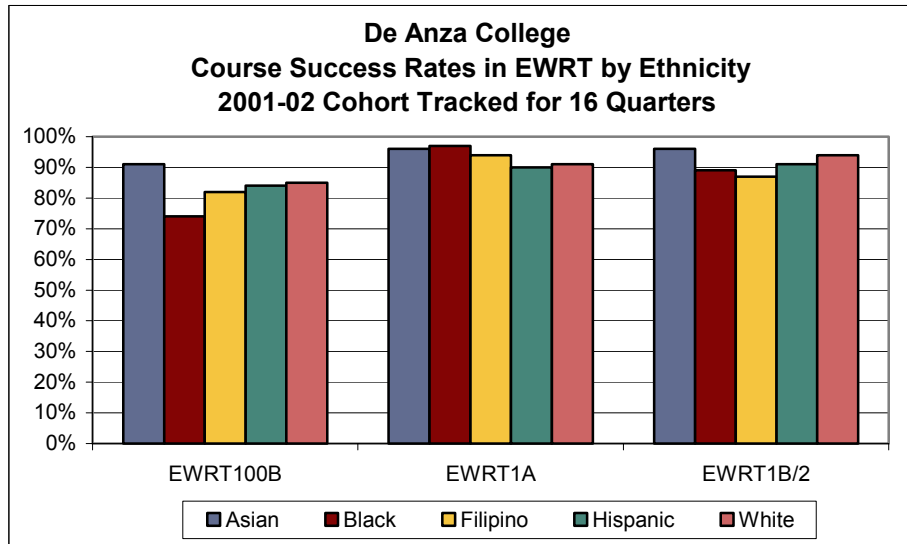
**Percent Successful by Course and Ethnicity**

<u>Ethnicity</u>	<u>MATH101</u>	<u>MATH105</u>	<u>MATH &gt;105</u>
Asian	77%	79%	86%
Black	60%	72%	63%
Filipino	69%	74%	70%
Hispanic	74%	78%	68%
Native American	67%	50%	100%
Other	83%	62%	100%
Pacific Islander	57%	60%	50%
Unrecorded	71%	85%	87%
White	79%	81%	74%

**Total Number Successful by Course and Ethnicity**

<u>Ethnicity</u>	<u>Math101</u>	<u>Math105</u>	<u>College Math</u>
Asian	133	86	70
Black	26	18	10
Filipino	43	32	16
Hispanic	89	57	34
Native American	4	1	1
Other	19	8	8
Pacific Islander	8	3	1
Unrecorded	82	55	40
White	188	120	70

Figure 11



Note: Ethnic groups of less than 25 are not graphed.

**Percent Successful by Course and Ethnicity**

<u>Ethnicity</u>	<u>EWRT100B</u>	<u>EWRT1A</u>	<u>EWRT1B/2</u>
Asian	91%	96%	96%
Black	74%	97%	89%
Filipino	82%	94%	87%
Hispanic	84%	90%	91%
Native American	67%	100%	
Other	86%	96%	89%
Pacific Islander	83%	92%	90%
Unrecorded	87%	93%	92%
White	85%	91%	94%

**Total Number Successful by Course and Ethnicity**

<u>Ethnicity</u>	<u>EWRT100B</u>	<u>EWRT1A</u>	<u>EWRT1B/2</u>
Asian	482	394	324
Black	40	29	25
Filipino	84	59	39
Hispanic	165	114	75
Native American	2	1	
Other	30	26	16
Pacific Islander	15	12	9
Unrecorded	135	90	61
White	260	174	110

Differences in course success rates translate into differences in outcomes such as transfer and degree obtainment. For the fall 2001 SRTK Cohort, 19% of the Asian students transferred to a four year institution within three years, but only 9% of Hispanic and African American students transferred (see Figure 12).

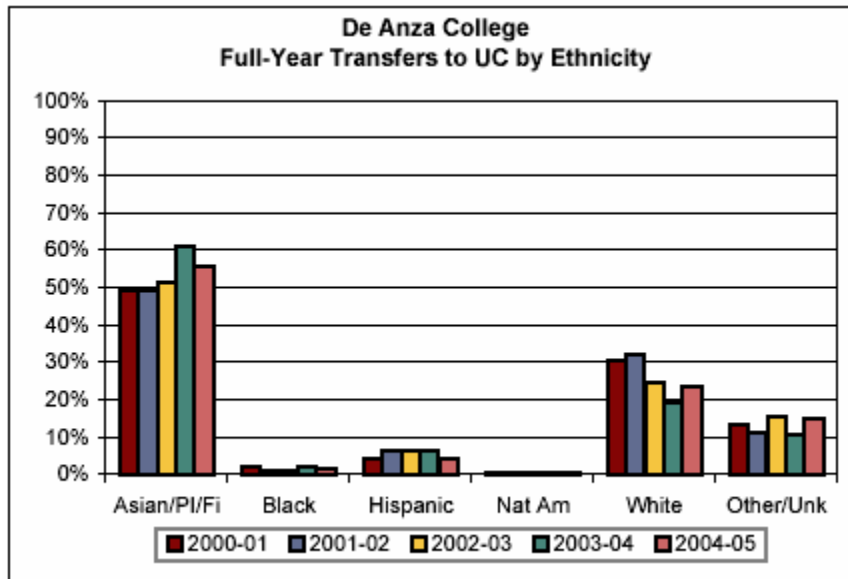
Figure 12

**Percent of Each Ethnic Group Transferring  
De Anza College Fall 2001 SRTK Cohort**

Ethnic Group	Fall 2001 SRTK Cohort		
	Number	Transferred to a 4-year College Within 3 years	
		Number	Percent
African-American	163	15	9%
Asian/Asian-American	2,026	375	19%
Filipino / Pacific Islander	325	37	11%
Hispanic/Latino	561	48	9%
Native-American	20	0	0%
Other	63	9	14%
White	1,422	186	13%
Decline to State	931	142	15%
<b>Total</b>	<b>5,511</b>	<b>812</b>	<b>15%</b>

Figure 13 shows transfers to the University of California on a cross-sectional basis. For 2004-05, more than 50% (318 students) of the transfers were Asian / Pacific Islanders / or Filipino, while less than 6% (36 students) were Hispanic.

Figure 13



While most students enroll at De Anza over a period of 2 to 3 years before transferring, the percentage of the De Anza student body that is Hispanic has been 10% or more since the turn of the century.

Figure 14 shows degrees and certificates earned by ethnicity for the Fall 2001 SRTK Cohort. For this cohort only 9% of students earned a degree/certificate within three years. On this measure, African American students topped all other ethnic groups with 12%.

Figure 14

**Percent of Each Ethnic Group Receiving an Award  
De Anza College Fall 2001 SRTK Cohort**

Ethnic Group	Fall 2001 SRTK Cohort	Degree or Certificate Within 3 years	
		Number	Percent
African-American	163	20	12%
Asian/Asian-American	2,026	212	10%
Filipino / Pacific Islander	325	29	9%
Hispanic/Latino	561	40	7%
Native-American	20	1	5%
Other	63	3	5%
White	1,422	127	9%
Decline to State	931	71	8%
Total	5,511	503	9%

#### Indicators of Student Persistence

There appears to be less ethnic group variability in student persistence than in student course success. What is perhaps more interesting is that 1/3 of new fall students do not return the next winter term and 1/2 do not return the following fall (see Figure 15). While many students start part time and may have no plans to complete a degree or transfer (1/3 selected job or personal enrichment as their initial goal), the data on English and Math success suggest that many students may be stopping out because of the lack of college support.

Figure 15

**Percent of Each Ethnic Group by Persistence  
De Anza College Fall 2001 SRTK Cohort**

Ethnic Group	Fall 2001		
	SRTK Cohort	Returned Winter 2002	Returned Fall 2002
African-American	163	66%	48%
Asian/Asian-American	2,026	67%	51%
Filipino / Pacific Islander	325	66%	48%
Hispanic/Latino	561	64%	46%
Native-American	20	50%	40%
Other	63	57%	41%
White	1,422	63%	46%
Decline to State	931	61%	39%
<b>Total</b>	<b>5,511</b>	<b>65%</b>	<b>47%</b>

N = 3,575    N = 2,605

Indicators of Student Excellence

Indicators of excellence are measures that represent higher level academic accomplishments. Figures 16 and 17 depict two such indicators for De Anza College. Math 1A, calculus, is typically taken by students majoring in the math, science, and engineering fields. Of the 133, fall 2001 SRTK Cohort students enrolled in Math 1A during their first term, 66% were Asian.

Figure 16

**Percent Enrolling in MATH1A Calculus  
De Anza College Fall 2001 SRTK Cohort**

Ethnic Group	Enrollment in MATH1A Fall 2001			
	Fall 2001 SRTK Cohort	Number	Percent of Ethnic Group	Percent of the students Enrolling in MATH1A
African-American	163	1	1%	1%
Asian/Asian-American	2,026	88	4%	66%
Filipino / Pacific Islander	325	3	1%	2%
Hispanic/Latino	561	2	0%	2%
Native-American	20	0	0%	0%
Other	63	7	11%	5%
White	1,422	14	1%	11%
Decline to State	931	18	2%	14%
<b>Total</b>	<b>5,511</b>	<b>133</b>	<b>2%</b>	<b>100%</b>

De Anza, transferring a total of 100-120 students each year to UC Berkeley, and is one of this top university's top two feeder schools. Of the 67 students from the fall 2001 SRTK Cohort who transferred to UC Berkeley within three years, 70% were Asian. The transfer gaps among ethnic groups depicted in Figure 13, showing transfers from De Anza to all UC campuses, is again similar to the gaps shown in Figure 17 below.

Figure 17

**Percent Transferring to UC Berkeley  
De Anza College Fall 2001 SRTK Cohort**

Ethnic Group	Fall 2001 SRTK Cohort	Number	Transfer to UC Berkeley	
			Percent of Ethnic Group	Percent of the students Transferring to UCB
African-American	163	0	0%	0%
Asian/Asian-American	2,026	47	2%	70%
Filipino / Pacific Islander	325	3	1%	4%
Hispanic/Latino	561	1	0%	1%
Native-American	20	0	0%	0%
Other	63	0	0%	0%
White	1,422	5	0%	7%
Decline to State	931	11	1%	16%
Total	5,511	67	1%	100%

**Improvement Targets**

As shown by the data, disparities in success rates among ethnic groups persist despite campus-wide equity efforts within the past five years. For each Equity for All indicator, the goal is to close the achievement gap to no more than a five percentage point difference between each ethnic group. This goal matches the objectives delineated in the college's Educational Master Plan and the campus Equity Plan.

**Dissemination and Conclusion**

This report will be posted on the De Anza Web site and presented to each major participatory governance group for review and input. The three primary questions will be presented for discussion with the goal of developing preliminary recommendations for improvement. To reiterate, these questions are:

1. Why does the percentage of students transferring to the University of California vary among ethnic groups?
2. Why is the participation in transfer level English and mathematics courses for some ethnic groups, especially Latinos, less than might be expected based on their percentage in the overall De Anza student population?
3. Why are there differences in course success rates among ethnic groups in basic skills English and Mathematics courses?

Team members will present report findings to the following governance groups:

- Academic Senate                      May 1
- Deans' Council                        May 11
- Classified Senate                      May 11
- De Anza Student Body                May 17
- College Council                        May 25

Recommendations emanating from each of the constituent groups will form the basis of this project's final report. More importantly, the findings will contribute to the strategic and equity planning initiatives already underway.

As noted earlier, the factors causing some differences in student achievement may be beyond the institution's capacity to affect. The campus, however, cannot dismiss these differences, but must agree to examine approaches that mitigate the negative impact of external conditions in addition to developing strategies for internal improvement.

This first stage focuses on the indicators of student access and success. In subsequent phases, the Team will ask that the campus address questions relating to student persistence and excellence.



## Appendix A



# Equity for All: Institutional Responsibility for Student Success

## Executive Summary

The *Equity for All: Institutional Responsibility for Student Success* project is a partnership between the Center for Urban Education at the University of Southern California's Rossier School of Education, the Lumina Foundation for Education, and the Chancellor's Office for California Community Colleges. The project has also received the endorsement of the Academic Senate for California Community Colleges.

### **Project Overview**

*Equity for All* seeks to close the equity gap in postsecondary educational outcomes among minority and low-income students. While solutions are the focal point of most initiatives to close achievement gaps, *Equity for All* takes a very different approach. It focuses on defining the problem through an inquiry process that is guided by campus-based teams of faculty members, staff, and administrators. *Equity for All* provides the opportunity for campus members to jointly define the problem and create locally meaningful "best practices." The premise behind *Equity for All* is that campus members, at all levels of responsibility and influence, have the potential to become agents of equitable educational outcomes.

### **Project Outcomes**

Based on the analysis of existing data, the teams will create a campus Equity Scorecard consisting of educational outcome indicators and benchmarks organized into four perspectives: academic pathways, retention, transfer readiness, and excellence in achievement. The Equity Scorecard will show the campus community how well they are doing on the metric of equity and in what areas there is a need for improvement. An added benefit of the Equity Scorecard is that it will provide campuses with a model for the Equity Plans required of all California community colleges.



### **Campus Teams**

The project's participants will consist of campus-based teams from ten community colleges throughout the state. These colleges will be selected in consultation with the Chancellor's Office for California Community Colleges and the *Equity for All* advisory board. Each college will have a critical mass of students from underserved groups which include low-income students, first generation college students, and racial and ethnic minorities. The campus teams will engage in rigorous analysis of educational outcomes data that will be disaggregated by race, ethnicity, and gender.

### **Advisory Board Members**

- **Rose Asera**  
*Senior Scholar & Director of SPECC*  
The Carnegie Foundation for the Advancement of Teaching
- **Jamillah Moore**  
Senior Vice Chancellor, California Community Colleges
- **Wanda Morris**  
*Chair*  
Academic Senate for California Community Colleges  
Equity, Diversity & Action Committee
- **Nancy Schulock**  
*Executive Director*  
Institute for Higher Education Leadership & Policy, Sacramento State University
- **Heather Wathington**  
*Senior Research Officer*  
Lumina Foundation for Education
- **Tyree O. Wieder**  
*President*  
Los Angeles Valley College

## Goals and Background of the *Equity for All* Project

Higher education decision makers have traditionally favored interventions that look to *change the student* so that they are better able to adapt to the processes and structures that govern postsecondary institutions. The *Equity for All* project seeks to reframe the discussion from *student responsibility* to *institutional accountability* and place the processes of higher education center-stage to bring about change at the institutional level. This is accomplished through the in-depth examination of existing institutional data, disaggregated by race and ethnicity. The purpose of such an examination is to investigate the effectiveness of individual institutions to promote equity and excellence in the educational outcomes of historically underrepresented students.

The key principle of Equity for All is that individuals at all levels of leadership, responsibility, and power are the ones who can make change happen and bring about equitable educational outcomes. The capacity of individuals to become agents of change can be facilitated by engagement in a collaborative productive activity. In Equity for All this principle is implemented by the formation of teams of practitioner-researchers who convene on a regular basis to examine data on student outcomes and develop a scorecard that represents the “state of equity” for their campus. These teams are called “evidence teams” and are comprised of faculty, administrators and other university personnel who come together to critically examine and discuss routinely collected data in order to reach a measure of understanding as to why inequities persist on their campuses. Members of the evidence teams assume the role of researcher, whose job it is to “hold up a mirror to their respective institutions and reflect the status of underrepresented students on basic educational outcomes.” Participation in the evidence teams enable various members of the university community to transform raw data (usually seen only by institutional researchers and stored in obscure reports) into simplified, yet compelling “stories” that are accessible to a wider audience. Organizational learning occurs when new knowledge is constructed by evidence team members and is used to induce institutional change for the improvement of educational outcomes for minority student groups.

Evidence team members begin by analyzing available data, disaggregated by race and ethnicity across four perspectives: access, retention, institutional receptivity, and excellence. The initial analysis of the data leads evidence team members to question and focus on specific educational outcomes by student groups for further analysis. These questions in turn become the goals and measures by which institutional effectiveness will be evaluated by the evidence team. The result is the creation of an “Equity Scorecard,” a self-assessment framework that evaluates the current status of equity within the institutions. The scorecard highlights areas in need of further attention and establishes performance goals in the four perspectives as a means to attain equity.

## **Appendix B**

### **The De Anza Community College Equity for All Team**

Chaired by Dr. Marion Winters, the De Anza *Equity for All* team is comprised of 12 faculty, staff, and administrators from the campus and two researchers from the Center for Urban Education. These individuals, from varied disciplines and demonstrating interest in equity, are as follows:

**Dr. Marion Y. Winters**, team leader

*Director of the Diversity Office, Chair of Diversity Advisory Council, Chair of the Equity Collaboration team, member of the College Council, Strategic Planning team, and Accreditation team*

**Andrew LaManque, Ph.D.**

*Supervisor, Institutional Research and Planning*

**Dr. Jennifer Myhre**

*Sociology faculty, Faculty Association conciliator*

**Gregory Anderson**

*Director of Student Success Center, member of Language Arts Division Equity Task Force, College Strategic Planning Committee, Developmental Level Task Force*

**Hassan Bourgoub**

*Mathematics faculty*

**Lydia Hearn**

*English faculty, President of Academic Senate, member of College Council*

**Toni Forsyth**

*English faculty*

**Kevin Galpion** *Disabled Student Services Counselor/Instructor, member Diversity Advisory Council*

**Shirley Kawazoe**

*Transfer Center Coordinator, member Equity Collaboration Team, Student Services Planning & Budget Team, Accreditation*

**Duane Kubo**

*International Intercultural Studies Division Dean, member Diversity Advisory Council, Dean's Council*

**Letty Wong**

*English as a Second Language faculty, Faculty Association Executive Board*

**Cynthia Dowling**

*Office of Diversity Staff, member Diversity Advisory Council, Equity Collaboration Team, Classified Senate*

**Alicia Dowd**

*Research Associate, Center for Urban Education*

**Edlyn Pena**

*Research Assistant, Center for Urban Education*

# Appendix C

## Equity Scorecard Framework

