De Anza College

Student Equity Plan

November 17, 2014

# DE ANZA COLLEGE STUDENT EQUITY PLAN

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**District**: **Date Approved by Board of Trustees**:

**College President: Brian Murphy**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Vice President of Student Services: Stacey Cook**

**Vice President of Instruction: Christina Espinosa-Pieb**

**Academic Senate President: Mayra Cruz**

**Student Equity Coordinator/Contact Person: Veronica Neal**

**Executive Summary**

# EXECUTIVE SUMMARY

The De Anza College community has demonstrated a commitment to achieving student equity for well over a decade. We understand that equity is not simply about the numbers or closing the racial achievement gap but that equity comes from meeting the unique needs of each student through individualized instruction; a welcoming and supportive environment; a sense of value and connectedness; and culturally responsive policies and practices (Bensimon, 2005; Bauman, 2005; Schiorring & Purnell, 2012). In order to achieve equality in outcomes, we must first engage in the praxis of equity; thus, equity scholars argue that equity in practice results in equality of outcomes (Bauman 2005; Bustillos, et al. 2011; Kranich, 2001; and Linton, 2011). Historically De Anza, like most institutions within the academy, have focused on student success –or closing the achievement gap- by focusing on students according to race, gender, and at times socioeconomic status as it relates only to instructional practices and student developmental programs. However, we now know that our efforts must shift in the direction of equity, which requires that instructors and the institution-at-large, must examine instructional practices as well as structural barriers to student success (Bensimon, 2005; Singleton & Linton, 2006). To this end, closing the racial achievement gap is one measure of institutional equity. It requires not only that we coach students on how best to do their part, but those instructors teach in culturally responsive ways (so that all students can be successful) and that our institution enhances systems that are welcoming and just.

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

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| --- | --- |
| **Divisional Equity Plans** | **Student Success Equity Plans**  |
| A Divisional Equity Plan is a strategic response to institutional barriers through organizational cultural transformation. The initiative looks at the internal and external needs of the department or division in the areas of equity, social justice, diversity, and multicultural education and responds with a strategically aligned approach. Initiatives should have a short and long-term focus, as well as very specific goals and objectives. It should also be easily measurable and tied to the college's overall mission and institutional core competencies. In terms of implementing the initiative, the entire division or department should be held accountable for implementation and the overall success. | The Student Success Equity Plan is intended to help guide our student engagement and pedagogical praxis as well as aid us in working together toward this common goal.  It should be strategically aligned with the division or department’s broader equity plan and updated annually. This report will serve as a critical lens for assessing successes and reporting data in the annual program review.\*Detailed below. |

In the college’s Educational Master Planning documents (*De Anza 2005: Pathways to Excellence, 1999* as well as *Where We Have Been Where We are Going, 2010)* Student Equity has clearly been articulated as a critical goal. It was first put forward in 2005 that the college should aim to *improve the student success rates of all ethnic, gender, and disability groups for all major indicators of student outcomes so that they will be comparably high with no more than a 5% variance between each group.* And that division and departments would guide these efforts *through plans to achieve student equity.* In response to this goal the *De Anza 2005: Pathways to Student Equity* document was developed and approved by the participatory governance groups as the Master Plan for the campus’ student equity initiative. This document reiterates the goal to narrow the achievement gap of all student groups to within a 5% variance. It established a five-point student equity model that represents the areas to be addressed. That continued to shape our college planning and equity goals for 2010-2015, which was again reflected in our Educational Master Plan.

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

* Research – To identify general and discipline-specific programs, courses and best practices which show a high degree of success with groups of students currently underachieving and under-served by the institution;
* Curriculum Development – Develop curriculum, pedagogy (instructional strategies,

etc.) and student services evaluation(assessment of need, impact, quality of service);

* Professional Development
* Evaluation of curriculum and pedagogy using multiple assessment methods;
* Longitudinal Studies of identified cohorts of students prior to and beyond their De Anza experience.

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

 Target Groups

 Goals

 Activities

 Resources

 Contact Person

**Target Groups:**

The target groups that will be addressed in this student equity plan are those populations that are experiencing greater than a five percent (5%) gap in their level of achievement as compared to other groups as is measured by one or more indicators of student success. Those groups are as follows:

Black (African American/African); Filipino; and Hispanic (ESL and Native English speakers).

Additional student populations addressed in this plan include: EOPS, Students with Disabilities, Foster Youth, Veterans, and Low-Income.

**Goals:**

1. **Student Success Indicator For 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.

1. **Student Success Indicator For Course Completion**

Consider the ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

1. **Student Success Indicator For ESL and Basic Skills**

Consider the ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

1. **Student Success Indicator For Degree and Certificate Completion and Transfer**

Consider the ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal. In addition,

1. **Student Success Indicator For Transfer**

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

1. **All Student Success Indicators: Our Additional Campus Commitment**

To engage faculty and classified professionals in developing and implementing strategies and ‘Best Practices’ that will positively impact the college environment, achievement and learning outcomes of those student groups that have been identified as our target populations.

**Campus-wide Equity Planning Activities:**

1. **Research and Identification of Successful Programs**
	1. Identify courses, programs, and interventions that currently exist in departments and divisions which have increased the success rates of the student populations identified by the colleges’ student equity plan.
	2. Identify and research ways to replicate the core components (effective practices) utilized by successful academic programs such as Extended Opportunity Program & Services (EOPS), First Year Experience (FYE), Initiatives to Maximize Positive Academic Achievement and Cultural Thriving of Asian American and Pacific Islander students at De Anza College (IMPACT AAPI), Latina/o Empowerment at De Anza (LEAD), Learning in Communities (LinC), Math Performance and Success (MPS), Occupational Training Institute (OTI), Puente, and Sankofa

|  |  |
| --- | --- |
|  |  |

* 1. Identify and research additional programs and services that demonstrate increased academic

 success and student equity for those student populations that have historically been

 underserved by the college.

1. **Curriculum**
	1. Review all current one-year and five-year division/department student equity plans to assess the need for curriculum revision and development.
	2. Assist divisions with the development of an equity core team (groups guiding and facilitating divisional equity work) or that can help with curriculum review and development and coaching around equity content and pedagogies.
	3. Assist departments and divisions in rewriting and developing curriculum to insure that all courses utilize curricula that reflect multicultural and global perspectives.
	4. Assist departments and divisions in developing new or enhancing existing curriculum, which will be foundational to discipline related civic capacity for equity and social justice initiatives. Such initiatives will serve to more effectively link the academic experience with the communities of origin of the student populations identified as experiencing greater than a five percent (5%) achievement gap. These initiatives will also encourage and empower students with skills to engage in leadership on campus around issues of inequity and closing the racial achievement gap.
	5. Examine and assess the extent to which existing curricula address the variety of learning styles and levels of English Language proficiency that is represented by the populations targeted by the college’s and department/division student equity plans.
	6. Assess the effectiveness of the curriculum and pedagogies utilized in basic skills language arts and mathematics courses in enabling basic skills course takers, within the target populations, to move into college level courses.
2. **Student Support Services**
	1. Review one-year and five-year student services department/division equity plans to determine and assess how the plans address the target populations designated by the college’s student equity plan. Where necessary, update existing goals, objectives and activities.
	2. Develop profiles of the students who currently access services and determine which populations are not accessing services.
	3. Develop intervention strategies that will increase the access to support services by the designated student populations as defined in the college’s student equity plan. Intervention strategies will include technology enhanced student support services.
	4. Assess and determine what types of cross-cultural skills and abilities are required for personnel who deliver services to the target populations designated by the college’s student equity plan.
	5. Determine culturally responsive practices and core strategies utilized in services delivery that successfully address the needs of the identified target populations designated by the college’s student equity plan.
	6. Identify those factors which serve as barriers to accessing support services that may have a negative impact on achieving the college’s student equity goals, e.g. long lines and extended waiting periods to access services, including Financial Aid Academic Advising, and Counseling.
	7. Develop strategies to address barriers to accessing culturally responsive support services.
	8. Assess and determine effective environmental strategies within the physical spaces utilized as service delivery sites. Explore how those environments reflect nurturing and supportive environments geared toward the targeted student populations’ culture, language, gender and physical abilities.
3. **Professional Development**
	1. Review division/department one-year and five-year student equity plans to determine professional development needs as they relate to working with the identified student populations targeted by the college’s student equity plan.
	2. Provide professional development opportunities that are discipline specific and that address issues of student access, retention and success.
	3. Provide specific professional development and training that focuses on the development of cultural humility praxis, application of equity pedagogies, and the development of curriculum that encompasses multicultural and global perspectives.
	4. Provide training and professional development, for departments/divisions, on the application and utilization of culturally inclusive assessment measures for student equity plan goals and objectives.
	5. Provide professional development to equity core teams (groups guiding and facilitating divisional equity work) on how to build understanding of the racial achievement gap, best practices in creating equity-minded environments, how to have courageous conversations on institutional barriers, and equity pedagogies.
	6. Provide professional development opportunities for classified professionals, administrators’, and department chairs on topics such as creating a welcoming environment, leading by example, coaching for equity, and support student success in every role.
4. **Evaluation and Assessment**
	1. Work with the college’s Office of Institutional Research to develop a research template that systematically will be utilized to assess our progress towards meeting the campus’ student equity plan goals.
	2. Provide department/divisions with appropriate resources and information to assist in the evaluation and assessment of discipline specific student equity plan goals and objectives as reflected in the One Year and Five Year plans.
	3. Work with the college’s Office of Institutional Research to assist departments/divisions in conducting a longitudinal cohort study to track the success student participants.
	4. Work with the college’s Equity Action Council and district subcommittee on our bi-annual equity climate survey for students, faculty, classified professionals, and administrators.

**Resources**

Fiscal Support:

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

People Support:

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

Strategic Initiatives:

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

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

**Contact Person**

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**Campus-Based Research**

# CAMPUS-BASED RESEARCH

1. **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.

**Student Population and County Population**

In regards to the rate of students enrolled at De Anza in relation to their population in the county, the college feels that we are doing a good job with outreach to African American students as they are overrepresented on our campus. This is also the case for Asian, Filipino and Pacific Islander students. These findings are in-line with our strategic initiative to increase enrollment of African American, Latino and Filipino students. That said, we recognize that we must continue our work on recruiting and enrolling students from the targeted populations.

**Student Population and County Population – Ethnicity**

**Table 1. Santa Clara County Adult Population and Student Enrollment by Ethnicity, 2013**



Source: CA Dept of Finance Population Projects, P-3 Report; FHDA IR&P FH Fall 2013 Factsheet

**Table 2. Santa Clara County Adult Population Proportionality Index of Student Enrollment by Ethnicity,**

**2012-13**



Source: CA Dept of Finance Population Projects, P-3 Report; FHDA IR&P FH Fall 2013 Factsheet

**Table 3. Santa Clara County Adult Population and Student Enrollment and 80% Index by Ethnicity, 2012-13**



Source: CA Dept of Finance Population Projects, P-3 Report; FHDA IR&P FH Fall 2013 Factsheet; Native American is not used as the

 reference due to the small sample size, African American was thus used.

**Financial Aid**

The college has shared that the Financial Aid office is doing a good job in providing access to financial assistance for all students, including minority populations. However, we would like to focus greater outreach on Filipino students to bring them closer to the rate of African American and Latino students. We would also like to explore financial aid awards by ethnicity and gender to determine if some ethnic/gender groups access this resource at a disproportionate rate. Further research will be done in this area.

**Financial Aid - Gender**

**Table 4. De Anza College Enrollment and Financial Aid Counts and Percentages**

**by Gender, 2012-13**



 Source: FHDA IR&P, ODS

**Table 5. De Anza College Proportionality Index of Financial Aid Rates by Gender, 2012-13**



 Source: FHDA IR&P, ODS

**Table 6. De Anza College Financial Aid and 80% Index by Gender, 2012-13**



 Source: FHDA IR&P, ODS

**Financial Aid - Ethnicity**

**Table 7. De Anza College Enrollment and Financial Aid Counts and Percentages**

**by Ethnicity, 2012-13**



 Source: FHDA IR&P, ODS

**Table 8. De Anza College Proportionality Index of Financial Aid Rates**

**by Ethnicity, 2012-13**



 Source: FHDA IR&P, ODS

**Table 9. De Anza College Financial Aid and 80% Index by Ethnicity, 2012-13**



 Source: FHDA IR&P, ODS

**CAMPUS-BASED RESEARCH**

1. **COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

**Course Completion**

The course completion rates for males and females are markedly similar, highlighting that there is not a gender gap in regards to student success. However, the college does not do as well in helping students from underrepresented groups be successful in their courses. We recognize that we must focus on increasing the success of African American, Hispanic and Pacific Islander students to bring them up to the level of Asian and White students.

**Course Completion - Gender**

**Table 10. De Anza College Cohort and Course Completion Counts and Percentages**

**by Gender, Fall 2013**



 Source: CCCCO Data Mart

**Table 11. De Anza College Proportionality Index of Course Completion Rates**

**by Gender, Fall 2013**



 Source: CCCCO Data Mart

**Table 12. De Anza College Course Completion Rates and 80% Index by Gender, Fall 2013**



 Source: CCCCO Data Mart

**Course Completion - Ethnicity**

**Table 13. De Anza College Course Completion Counts and Percentages**

**by Ethnicity, Fall 2013**



 Source: CCCCO Data Mart

**Table 14. De Anza College Proportionality Index of Course Completion Rates**

**by Ethnicity, Fall 2013**



 Source: CCCCO Data Mart

**Table 15. De Anza College Course Completion Rates and 80% Index by Ethnicity, Fall 2013**



 Source: CCCCO Data Mart

**Course Completion - Age**

**Table 16. De Anza College Course Completion Counts and Percentages**

**by Age, Fall 2013**



 Source: CCCCO Data Mart

**Table 17. De Anza College Proportionality Index of Course Completion Rates**

**by Age, Fall 2013**



Source: CCCCO Data Mart

**Table 18. De Anza College Course Completion Rates and 80% Index by Age, Fall 2013**



 Source: CCCCO Data Mart

**Academic Probation**

The college chose to look at the academic probation rates of its students as this is on indicator where the college can improve in helping students from being placed on academic probation as well as getting off of probation through targeted supports. The college recognizes that while it should strive for keeping all students off of academic probation, African American, Hispanic, Pacific Islander and Filipino students are disproportionally represented on academic probation.

**Academic Probation - Gender**

**Table 19. De Anza College Enrollment and Probation Counts and Percentages**

**by Gender, Fall 2013**



 Source: FHDA IR&P, ODS

**Table 20. De Anza College Proportionality Index of Probation Rates by Gender, Fall 2013**



 Source: FHDA IR&P, ODS

**Table 21. De Anza College Probation Rates and 80% Index by Gender, Fall 2013**



Source: FHDA IR&P, ODS

**Academic Probation - Ethnicity**

**Table 22. De Anza College Enrollment and Probation Counts and Percentages**

**by Ethnicity, Fall 2013**



 Source: FHDA IR&P, ODS

**Table 23. De Anza College Proportionality Index of Probation Rates by Ethnicity, Fall 2013**



 Source: FHDA IR&P, OD

**Table 24. De Anza College Probation Rates and 80% Index by Ethnicity, Fall 2013**



 Source: FHDA IR&P, ODS

**CAMPUS-BASED RESEARCH**

1. **ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

**ESL Basic Skills Completion**

In regards to the successful completion of English as a Second Language courses, there is not a disproportionate impact on either gender, however the success rates of both men and women needs to be improved. This is also the case for all ethnic groups. Asian students make up the largest proportion of students in these courses and their success falls below 50%. The college will further explore the success rates of all students in ESL courses to help increase their likelihood of completion.

**ESL Basic Skills Completion - Gender**

**Table 25. De Anza College ESL Cohort and Completion Counts and Percentages**

**by Gender**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 26. De Anza College Proportionality Index of ESL Completion Rates**

**by Gender**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 27. De Anza College ESL Completion Rates and 80% Index by Gender**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**ESL Completion - Ethnicity**

**Table 28. De Anza College ESL Cohort and Completion Counts and Percentages**

**by Ethnicity**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 29. De Anza College Proportionality Index of ESL Completion Rates by Ethnicity**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 30. De Anza College ESL Completion Rates and 80% Index by Ethnicity**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**ESL Completion - Age**

**Table 31. De Anza College ESL Cohort and Completion Counts and Percentages**

**by Age**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 32. De Anza College Proportionality Index of ESL Completion Rates by Age**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 33. De Anza College ESL Completion Rates and 80% Index by Age**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**ESL Completion - Disability Status**

**Table 34. De Anza College ESL Cohort and Completion Counts and Percentages**

**by Disability Status**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 35. De Anza College Proportionality Index of ESL Completion Rates**

**by Disability Status**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 36. De Anza College ESL Completion Rates and 80% Index by Disability Status**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**ESL Completion - Economically Disadvantaged Economic Status**

**Table 37. De Anza College ESL Cohort and Completion Counts and Percentages**

**by Economically Disadvantaged Status**



Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver,

 Pell grant, Workforce Investment Act (WIA).

 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 38. De Anza College Proportionality Index of ESL Completion Rates**

**by Economically Disadvantaged Status**



Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC,

SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 39. De Anza College ESL Completion Rate and 80% Index**

**by Economically Disadvantaged Status**



Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver,

Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Math Basic Skills Completion**

There is not a disproportionate difference in the success rates of students in basic skills math course by gender, however there are substantial differences by ethnicity. Asian students are performing well in basic skills math course with a success rate of 70%, however, Hispanic, Pacific Islander and African American students fall below 40% success. The college would like to explore alternatives to the traditional assessment process, such as an increased reliance on multiple measures assessment to more effectively place students in to basic skills math course, where there is a high probability that they will fail. The college will also explore alternative teaching methods such as our current Math Performance Success program where students exhibit 80% success rates in the lowest level math courses.

The college also would like to focus on math preparation programs, to help students who may have taken time off between their math courses. Looking at the age groups, success decreases as the age categories increase. The college speculates that this may be a result of time off from math, which may reduce their success rates.

**Math Basic Skills Completion - Gender**

**Table 40. De Anza College Math Cohort and Completion Counts and Percentages by Gender**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 41. De Anza College Proportionality Index of Math Completion Rates by Gender**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 42. De Anza College Math Completion Rates and 80% Index by Gender**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**Math Completion - Ethnicity**

**Table 43. De Anza College Math Cohort and Completion Counts and Percentages**

**by Ethnicity**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 44. De Anza College Proportionality Index of Math Completion Rates by Ethnicity**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 45. De Anza College Math Completion Rates and 80% Index by Ethnicity**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Math Completion - Age**

**Table 46. De Anza College Math Cohort and Completion Counts and Percentages by Age**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 47. De Anza College Proportionality Index of Math Completion Rates by Age**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 48. De Anza College Math Completion Rates and 80% Index by Age**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Math Completion - Disability Status**

**Table 49. De Anza College Math Cohort and Completion Counts and Percentages**

**by Disability Status**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 50. De Anza College Proportionality Index of Math Completion Rate**

**by Disability Status**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 51. De Anza College Math Completion Rates and 80% Index by Disability Status**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**Math Completion – Economically Disadvantaged Status**

**Table 52. De Anza College Math Cohort and Completion Counts and Percentages**

**by Economically Disadvantaged Status**



Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver,

Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 53. De Anza College Proportionality Index of Math Completion Rates**

**by Economically Disadvantaged Status**



 Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC,

 SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 54. De Anza College Math Completion Rates and 80% Index**

**by Economically Disadvantaged Status**



Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver,

Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

**English Basic Skills Completion**

Basic skills completion is similar for males and females at about 70%. There is also little gap between those with a disability and those without, which we find promising. However, there are significant gaps between ethnic groups where Pacific Islanders, Hispanic and African American students have lower success rates, where they fall below 60%.

Similar to math success, we see the same pattern with English success by age, where the older a student is, the lower their success rate. This may also be attributed to time off of school. Therefore the college will explore preparation course and tutorial services targeted at this population.

**English Completion - Gender**

**Table 55. De Anza College English Cohort and Completion Counts and Percentages**

**by Gender**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 56. De Anza College Proportionality Index of English Completion Rates by Gender**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 56. De Anza College English Completion Rates and 80% Index by Gender**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**English Basic Skills Completion - Ethnicity**

**Table 57. De Anza College English Cohort and Completion Counts and Percentages**

**by Ethnicity**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 58. De Anza College Proportionality Index of English Completion Rates by Ethnicity**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 59. De Anza College English Completion Rates and 80% Index by Ethnicity**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**English Completion – Age**

**Table 60. De Anza College English Cohort and Completion Counts and Percentages by Age**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 61. De Anza College Proportionality Index of English Completion Rates by Age**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 62. De Anza College English Completion Rates and 80% Index by Age**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**English Completion – Disability Status**

**Table 63. De Anza College English Cohort and Completion Counts and Percentages**

**by Disability**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 64. De Anza College Proportionality Index of English Completion Rates**

**by Disability Status**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 65. De Anza College English Completion Rates and 80% Index by Disability Status**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**English Completion – Economically Disadvantaged Group**

**Table 66. De Anza College English Cohort and Completion Counts and Percentages**

**by Economically Disadvantaged Status**



Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver,

Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 67. De Anza College Proportionality Index of English Completion Rates**

**by Economically Disadvantaged Status**



 Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC,

 SSI, BOG fee waiver, Pell grant, Workforce Investment Act (WIA).

 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 68. De Anza College English Completion Rates and 80% Index**

 **by Economically Disadvantaged Status**



Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver,

 Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

**CAMPUS-BASED RESEARCH**

1. **DEGREE and CERTIFICATE COMPLETION.** 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.

**Student Progress and Completion Rate**

The college acknowledges that the SPAR rate for socioeconomically disadvantaged students represents a 10-percentage point difference. Filipino, Pacific Islander, African American and Hispanic students also fall below White and Asian students in this area. However, the college is happy to report there are no large differences by gender.

**Student Progress and Completion Rate - Gender**

**Table 69. De Anza College Cohort and Completion Counts and Percentages**

**of Student Progress and Attainment Rate (SPAR) by Gender**



Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort: first-time credit students earning >=6 units and attempting a Math or English course during the first three years who are tracked for six years)

**Table 70. De Anza College Proportionality Index**

**of Student Progress and Attainment Rate (SPAR) by Gender**



 Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a

 four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 71. De Anza College Student Progress and Attainment Rate (SPAR) and 80% Index**

**by Gender**



Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

 **SPAR – Ethnicity**

**Table 72. De Anza College Cohort and Completion Counts and Percentages**

**of Student Progress and Attainment Rate (SPAR) by Ethnicity**



Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 73. De Anza College Proportionality Index**

**of Student Progress and Attainment Rate (SPAR) by Ethnicity**



Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 74. De Anza College Student Progress and Attainment Rate (SPAR) and 80% Index**

**by Ethnicity**



Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

**SPAR – Age**

**Table 75. De Anza College Cohort and Completion Counts and Percentages**

**of Student Progress and Attainment Rate (SPAR) by Age**



Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 76. De Anza College Proportionality Index**

**of Student Progress and Attainment Rate (SPAR) by Age**



Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 77. De Anza College Student Progress and Attainment Rate (SPAR) and 80% Index**

**by Age**



Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

**SPAR – Disability Status**

**Table 78. De Anza College Cohort and Completion Counts and Percentages**

**of Student Progress and Attainment Rate (SPAR) by Disability Status**



Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 79. De Anza College Proportionality Index**

**of Student Progress and Attainment Rate (SPAR) by Disability Status**



Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 80. De Anza College Student Progress and Attainment Rate (SPAR) and 80% Index**

**by Disability Status**



Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Source: 2013 Student Success Scorecard (2006-07 cohort)

**SPAR - Economically Disadvantaged Group**

**Table 81. De Anza College Cohort and Completion Counts and Percentages of Student Progress and Attainment Rate (SPAR) by Economically Disadvantaged Status**



Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver,

Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 82. De Anza College Proportionality Index**

**of Student Progress and Attainment Rate (SPAR) by Economically Disadvantaged Status**



Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver,

Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 83. De Anza College Student Progress and Attainment Rate (SPAR) and 80% Index**

**by Economically Disadvantaged Status**



Note: SPAR is defined as having earned an AA/A, Certificate of Achievement, transfer to a four-year institution or completion of 60 UC/CSU transferable units with a GPA of 2.0 or higher.

Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver,

Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Persistence**

The persistence rates by gender are very similar at about 70% as well as for disability status and socioeconomic status, at about the same rate. All ethnic groups fall above the 80% index with the exception of African American students. The college feels we do a good job helping students persist from quarter to quarter, but attention can be focused on improving this rate for African American students.

**Persistence - Gender**

**Table 84. De Anza College Cohort and Completion Counts and Percentages**

**of Persistence Rate by Gender**



Note: Persistence is defined as enrollment in first four consecutive quarter terms..

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 85. De Anza College Proportionality Index of Persistence Rates by Gender**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 86. De Anza College Persistence Rates and 80% Index by Gender**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Persistence – Ethnicity**

**Table 87. De Anza College Cohort and Completion Counts and Percentages**

**of Persistence Rates by Ethnicity**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 88. De Anza College Proportionality Index of Persistence Rates by Ethnicity**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 89. De Anza College Persistence Rates and 80% Index by Ethnicity**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Persistence – Age**

**Table 90. De Anza College Cohort and Completion Counts and Percentages**

**of Persistence Rates by Age**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 91. De Anza College Proportionality Index of Persistence Rates by Age**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 92. De Anza College Persistence Rates and 80% Index by Age**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Persistence – Disability Status**

**Table 93. De Anza College Cohort and Completion Counts and Percentages**

**of Persistence Rates by Disability Status**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 94. De Anza College Proportionality Index of Persistence Rates by Disability Status**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 95. De Anza College Persistence Rates and 80% Index by Disability Status**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**Persistence - Economically Disadvantaged Group**

**Table 96. De Anza College Cohort and Completion Counts and Percentages**

**of Persistence Rates by Economically Disadvantaged Status**



Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver,

Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 97. De Anza College Proportionality Index of Persistence Rates**

**by Economically Disadvantaged Status**



Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver,

Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 98. De Anza College Persistence Rates and 80% Index**

**by Economically Disadvantaged Status**



Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver,

Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

**30 Units**

Male and female students have markedly similar success rates in regards to completing 30 units, well above 75%. All ethnic groups fall above the 80% threshold for disproportionate impact, however, Hispanic, African American and Pacific Islander students fall below Asian and White students. The completion of 30 units is very similar by disability status, and interestingly, students who are socioeconomically disadvantaged exhibit a higher rate of completing 30 units than non-socioeconomic disadvantaged students.

**30 Units - Gender**

**Table 99. De Anza College Cohort and Completion Counts and Percentages**

**of 30 Units Attainment Rate by Gender**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 100. De Anza College Proportionality Index of 30 Units Attainment Rates by Gender**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 101. De Anza College 30 Unit Attainment Rate and 80% Index by Gender**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**30 Units - Ethnicity**

**Table 102. De Anza College Cohort and Completion Counts and Percentages**

**of 30 Units Attainment Rates by Ethnicity**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 103. De Anza College Proportionality Index of 30 Units Attainment Rates by Ethnicity**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 104. De Anza College 30 Unit Attainment Rates and 80% Index by Ethnicity**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**30 Units - Age**

**Table 105. De Anza College Cohort and Completion Counts and Percentages of 30 Units Attainment Rates by Age**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 106. De Anza College Proportionality Index of 30 Units Attainment Rates by Age**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 107. De Anza College 30 Units Attainment Rates and 80% Index by Age**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**30 Units - Disability Status**

**Table 108. De Anza College Cohort and Completion Counts and Percentages**

**of 30 Units Attainment Rates by Disability Status**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 109. De Anza College Proportionality Index of 30 Units Attainment Rates**

**by Disability Status**



 Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 110. De Anza College 30 Units Attainment Rates and 80% Index by Disability Status**



Source: 2013 Student Success Scorecard (2006-07 cohort)

**30 Units - Economically Disadvantaged Group**

**Table 111. De Anza College Cohort and Completion Counts and Percentages**

**of 30 Units Attainment Rates by Economically Disadvantaged Status**



Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver,

Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 112. De Anza College Proportionality Index of 30 Units Attainment Rates**

**by Economically Disadvantaged Status**



Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver,

Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

**Table 113. De Anza College 30 Units Attainment Rates and 80% Index**

**by Economically Disadvantaged Status**



Note: Economically Disadvantaged is defined as a recipient of CalWORKIS/TANF/AFDC, SSI, BOG fee waiver,

Pell grant, Workforce Investment Act (WIA).

Source: 2013 Student Success Scorecard (2006-07 cohort)

**CAMPUS-BASED RESEARCH**

1. **TRANSFER.** 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.

**Transfer**

Transfer rates for male and female students if rather similar. However, transfer rates by ethnicity vary widely with Asian students at 80% and African American students at 40%. Large disparities in this rate exist which need to be explored. Differences exist by age, where student under 20 transfer at 60% while student’s over 20 transfer at a rate of 50%.

**Transfer - Gender**

**Table 114. De Anza College Cohort and Completion Counts and Percentages**

**of Transfer Rates by Gender**



 Source: Transfer Velocity Project, CCCCO Data Mart

**Table 115. De Anza College Proportionality Index of Transfer Rates by Gender**



 Source: Transfer Velocity Project, CCCCO Data Mart

**Table 116. De Anza College Transfer Rates and 80% Index by Gender**



 Source: Transfer Velocity Project, CCCCO Data Mart

**Transfer – Ethnicity**

**Table 117. De Anza College Cohort and Completion Counts and Percentages**

**of Transfer Rates by Ethnicity**



 Source: Transfer Velocity Project, CCCCO Data Mart

**Table 118. De Anza College Proportionality Index of Transfer Rates by Ethnicity**



 Source: Transfer Velocity Project, CCCCO Data Mart

**Table 119. De Anza College Transfer Rates and 80% Index by Ethnicity**



 Source: Transfer Velocity Project, CCCCO Data Mart

**Transfer - Age**

**Table 120. De Anza College Cohort and Completion Counts and Percentages**

**of Transfer Rates by Age**



 Source: Transfer Velocity Project, CCCCO Data Mart

**Table 121. De Anza College Proportionality Index of Transfer Rates by Age**



 Source: Transfer Velocity Project, CCCCO Data Mart

**Table 122. De Anza College Transfer Rates and 80% Index by Age**



 Source: Transfer Velocity Project, CCCCO Data Mart

**Transfer - Disability Status**

**Table 123. De Anza College Cohort and Completion Counts and Percentages**

**of Transfer Rates by Disability Status**



 Source: Transfer Velocity Project, CCCCO Data Mart

**Table 124. De Anza College Proportionality Index of Transfer Rates by Disability Status**



 Source: Transfer Velocity Project, CCCCO Data Mart

**Table 125. De Anza College Transfer Rates and 80% Index by Disability Status**



 Source: Transfer Velocity Project, CCCCO Data Mart

**Transfer - CalWORKS**

**Table 126. De Anza College Cohort and Completion Counts and Percentages**

**of Transfer Rates by CalWORKs**



 Source: Transfer Velocity Project, CCCCO Data Mart

**Table 127. De Anza College Proportionality Index of Transfer Rates by CalWORKs**



 Source: Transfer Velocity Project, CCCCO Data Mart

**Table 128. De Anza College Transfer Rates and 80% Index by CalWORKs**



 Source: Transfer Velocity Project, CCCCO Data Mart

**Goals and Activities**

### GOALS AND ACTIVITIES

### A. STUDENT SUCCESS INDICATOR FOR 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.*

### GOAL A. To develop deeper linkages with local school districts, enhance outreach efforts as well as promotion of programs and support services for our targeted groups, which will include EOPS (extended opportunity program and services), low-income students, foster youth students, undocumented students, veteran students, students with disabilities, and LGBTQQ (lesbian, gay, bisexual, transgender, queer and questioning) identified students.

### *“In regards to the rate of students enrolled at De Anza in relation to their population in the county, the college feels that we are doing a good job with outreach to African American students as they are overrepresented on our campus. This is also the case for Asian, Filipino and Pacific Islander students. These findings are in-line with our strategic initiative to increase enrollment of African American, Latino and Filipino students. That said, we recognize that we must continue our work on recruiting and enrolling students from the targeted populations.*

Based on our review of the data, as summarized above, we have identified the following institutional activities or enhancements that will help in our ongoing recruiting and enrollment efforts of our targeted populations.

### ACTIVITY A.1

De Anza is an AAPI-Serving Institution with a significant population of AAPI subgroups who come from low-income immigrant families. We are proud of this designation and will identify this information on our website homepage, with a link to our support resources and activities. This information, and why it is important to our student population, will also be addressed in a student-welcoming letter from the President.

Responsible Party: IMPACT AAPI Program, Marketing Department

Due Date: Fall 2014

**ACTIVITY A.2**

We will better advertise, or publicly promote, our services and programs serving African American, Latino, and other targeted populations. De Anza is actively engaged in enhancing our learning community programs that serve African American/Ancestry students (i.e., Sankofa, Black Leadership Collective, First Year Experience, and Math Performance Success) and will present this information to, and collaborate with, local community organizations in an effort to expand outreach. We will advertise these services more broadly through our local high-school college outreach programs as well as our enhanced orientation. The division of Intercultural and International Studies (IIS), and specifically our African American Studies Department, will also advertise on their website, events and support opportunities for African American students. Lastly, the Student Success and Retention Services Program (SSRS), in partnership with the Office of Equity and other campus stakeholders, will develop an annual targeted students Welcoming Reception and mentoring program, which will we will advertise broadly.

Responsible Parties: Student Success Support Program Advisory Committee, Equity Action Council, Office of Outreach and Relations with Schools, Office of Equity, Student Success and Retention Services, Counseling Division, Intercultural/International Studies Division, Academic Services Division, Learning Resources Division, Admissions and Records Division,

Due Date: Winter 2015 basic enhancements; ongoing work

**ACTIVITY A.3**

We will enhance, and publicize more broadly, our learning communities: Initiatives to Maximize Positive Academic Achievement and Cultural Thriving focusing on Asian American and Pacific Islander students at De Anza College (IMPACT AAPI), First Year Experience, Puente, LinC, Latina/o Empowerment at De Anza (LEAD), Math Performance and Success Program (MPS), and Sankofa, which are designed to address historical and institutional inequities resulting in achievement gaps for underserved students by fostering a community of learners and leaders through innovative services and pedagogies that increase retention, persistence, graduation, and transfer rates. These programs will better align with the Equity Office’s campus-wide planning and division/department programming and services. Enhancement will also involve a review of professional development offerings, faculty readiness assessments, student recruitment, orientation, and retention.

Responsible Parties: Student Success and Support Program Advisory Committee, Equity Action Council, Office of Equity, Office of Staff and Organizational Development, Office of Outreach and Relations with Schools, Admissions and Records Division, Student Success and Retention Services, Counseling Division, EOPS, Intercultural/International Studies Division, Academic Services Division, Learning Resources Division, Physical Sciences, Math, and Engineering Division.

Due Date: Spring 2015

**ACTIVITY A.4**

In response to the critical need for understanding and responding to the impact of identity intersectionality, we will also work for full student inclusion and success through a detailed assessment of needs for targeted students from our EOPS, low income students, foster youth students, undocumented students, veteran students, students with disabilities, and LGBTQQI identified student populations. We will look closely at how this intersectionality impacts the cultural resilience of these identified students groups, further exacerbating the racial achievement gap as well as strengthening student capacities. Furthermore, we will identify already existing programs and services for enhancement and professional development opportunities that will deepen understanding and best practices related to outreach and welcoming pathways.

Responsible Parties: Student Success and Support Program Advisory Committee, Equity Action Council, Office of Equity, Office of Staff and Organizational Development, Office of Outreach and Relations with Schools, Admissions and Records Division, Student Success and Retention Services, Counseling Division, EOPS, Intercultural/International Studies Division, Academic Services Division, and Learning Resources Division.

Due Date: Spring 2015

### EXPECTED OUTCOME

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

### GOALS AND ACTIVITIES

### B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

### GOAL B. To increase course completion of our targeted students through enhanced equity pedagogies, culturally responsive programs and service delivery, in addition to greater institutional alignment with our mission and commitment to equity praxis.

*“The course completion rates for males and females are markedly similar, highlighting that there is not a gender gap in regards to student success. However, the college does not do as well in helping students from underrepresented groups be successful in their courses. We recognize that we must focus on increasing the success of African American, Hispanic and Pacific Islander students to bring them up to the level of Asian and White students.”*

### ACTIVITY B.1

The Office of Staff and Organizational Development in partnership with the Office of Equity, the Developmental and Readiness Education Taskforce (DARE), and other key campus stakeholders, will continue to enhance our professional development programs, and communities of practice offerings, which center on a variety of instructional methods, in particular basic skills and equity pedagogies that enhance course completion. We will communicate more broadly across the campus the already identified “effective” or promising practices for course completion.

Responsible Parties: Student Success and Support Program Advisory Committee, Equity Action Council, Office of Staff and Organizational Development, Office of Equity, Institute of Community and Civic Engagement, Developmental and Readiness Education Taskforce (DARE), Academic Senate, Learning in Communities program, and Partners in Learning Conference Committee.

Due Date: Fall 2014; ongoing work

**ACTIVITY B.2**

We will continue to build on our shared governance structure so that there is deeper instructional and leadership engagement on the topics of course completion initiatives for our targeted students. Currently, the Equity Office is working closely with the Equity Action Council, Academic Senate, and Classified Senate to develop shared governance Equity Subcommittees to facilitate the process of institutional reflection, analysis and change efforts that will support overall student success initiatives. This is difficult work and it will require additional professional development and greater student participation in the process. Together, we are committed to engaging in this work through transformative institutional organizing (i.e., microdemocracy equity advocacy) and equity problem-solving methodologies.

Responsible Parties: Student Success and Support Committee Advisory Committee, Equity Action Council, Office of Equity, Office of Staff and Organizational Development, and Shared Governance Committees

Due Date: Fall 2014; ongoing Work

### EXPECTED OUTCOME

Through greater shared governance involvement and staff awareness of the issues impacting course completion, in addition to developed skills for equity problem-solving, we can further assess and address institutional barriers and make critical policy and procedural changes. Additionally, we expect to see enhanced relational-trust (BAYCES; Bryk & Scheneider, 2002) between faculty and student services professionals so that early alter-interventions are more effective and students are connected sooner to campus resources.

### GOALS AND ACTIVITIES

### C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

*“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”*

### GOAL C. Develop course bridge programs, enhance our learning community programs, provide ongoing professional development opportunities for enhancing best practices in ESL and basic skills instruction as well as enhanced peer-support and tutorial programs.

### ACTIVITY C.1

The Equity Office, working in partnership with the Developmental and Readiness Education Taskforce (DARE) and Basic Skills departments in the Language Arts and Physical Sciences, Math, and Engineering Divisions, will host an annual achievement gap and basic skills institute, in addition to hosting ongoing communities of practice, to engage staff in cross-disciplinary equity problem-solving discourse on issues such as: which students are being lost at disproportionate rates and why; what are institutional remedies for bridging the gap between basic-skills and transfer level courses; how can instruction be more closely aligned with student success and overall institutional effectiveness measures; and how can faculty intervene and provide early academic alter-interventions for targeted students.

Responsible Parties: Student Success and Support Program Committee Advisory Committee, Equity Action Council, Office of Equity, Office of Staff and Organizational Development, DARE Developmental and Readiness Education Taskforce, Academic Services Division, Counseling Division, Language Arts Division, Learning Resources Division, and Physical Sciences, Math, and Engineering Division.

Due Date: Winter 2015; ongoing work

**ACTIVITY C.2**

A series of equity coaching and Deans and managers leadership seminars will be offered to address and build the skills and capacity of campus administrators, Department Chairs, and program coordinators. Specifically, the seminars will provide ongoing updates on basic skills research and a forum to discuss issues facing our targeted students and how ESL and Basic Skills completion are essential components to equity and student success. Administrators, Chairs, and Coordinators will also have opportunities in these seminars to learn how to advocate and coach staff on infusing more equity-minded practices into already existing ESL and Basic Skills offerings.

Responsible Parties: Student Success and Support Program Advisory Committee, Equity Action Council, Office of Equity, Office of Staff and Organizational Development, Developmental and Readiness Education Taskforce (DARE), Office of Institutional Research, Academic Senate, Classified Senate, Academic Services Division, Counseling Division, Language Arts Division, Learning Resources Division, and Physical Sciences, Math, and Engineering Division.

Due Date: Spring 2015; ongoing work

### EXPECTED OUTCOME

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

### GOALS AND ACTIVITIES

### D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

*“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”*

### GOAL D. Provide strategically aligned services and institutional equity-based policies and procedures that will enhance degree and certificate completion for our targeted students and socioeconomically disadvantaged students.

*“The college acknowledges that the SPAR rate for socioeconomically disadvantaged students represents a 10-percentage point difference. Filipino, Pacific Islander, African American and Hispanic students also fall below White and Asian students in this area. However, the college is happy to report there are no large differences by gender.”*

*“The persistence rates by gender are very similar at about 70% as well as for disability status and socioeconomic status, at about the same rate. All ethnic groups fall above the 80% index with the exception of African American students. The college feels we do a good job helping students persist from quarter to quarter, but attention can be focused on improving this rate for African American students.”*

**ACTIVITY D.1**

We will strengthen our professional development programs for administrators, faculty and classified professionals on the Student Success and Support Services Program and institution-wide activities, such as culturally responsive student orientations discipline-specific curriculum, and faculty training in culturally responsive pedagogies. For example, the Office of Equity is interested in bringing to our campus Dr. Joy De Gruy and Glen Singleton to provide workshops for faculty on serving our African Ancestry students through practical skills for closing the racial achievement gap. The Office of Staff and Organizational Development is also implementing professional development workshops focused on social and emotional teaching and learning. These workshops are designed to strengthen administrators, classified, and faculty understanding and skills for developing and maintaining a welcoming culture that enhances degree and certificate completion.

Responsible Parties: Student Success and Support Program Advisory Committee, Counseling Division, Placement and Assessment Center, Office of Staff and Organizational Development, Office of Equity, Developmental and Readiness Education Taskforce (DARE), Student Success and Retention Services Program, Instructional Divisions, Student Services, Finance and Educational Resources, Academic Senate, Classified Senate, and College Planning and Budget Teams.

Due Date: Spring 2015; ongoing work

**ACTIVITY D.2**

The Student Success and Support Program Advisory Committee and Equity Action Council will work with our Shared Governance to review policies and procedures that will enhance opportunities for students to move through the system, thus, successfully obtaining their degree or certificate.

Responsible Parties: Student Success and Support Program Advisory Committee, Student Services Divisions including Assessment and Counseling, Instructional Divisions including Learning Resources, Language Arts and Physical Sciences, Math, and Engineering, Office of Equity, Equity Action Council, and Academic Senate, and College Planning and Budget Teams

 Due Date: Fall 2014; ongoing work

### EXPECTED OUTCOME

Through equity and inclusion education for awareness and understanding, and culturally responsive curriculum and pedagogies, instructors and staff will work together to provide a classroom and campus climate that empowers and inspires completion of student goals. Additionally, the campus shared governance structure will review institutional barriers to degree and certificate completion and work to remediate those systems.

### GOALS AND ACTIVITIES

### E. STUDENT SUCCESS INDICATOR FOR TRANSFER

*“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”*

### GOAL E. Increase the number of students who desire to transfer by age and race or ethnicity.

 *“Transfer rates for male and female students are rather similar. However, transfer rates by ethnicity vary widely with Asian students at 80% and African American students at 40%. Large disparities in this rate exist which need to be explored. Differences exist by age, where student under 20 transfer at 60% while student’s over 20 transfer at a rate of 50%.”*

### ACTIVITY E.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

The following institution-wide activities to increase the number of students transferring to a four-year institution are aligned with the identified enhancements recommended in the Student Success Support Program college-planning document:

|  |  |  |
| --- | --- | --- |
| **Main Activities** | **Activities Timeline** | **Staff/Personnel Responsible for Activities** |
| 1. Develop and implement student career interest inventory for underserved student populations | Begin Fall 2014 | Dean of Counseling, Counseling Department, Transfer Center Staff, Instructional Divisions |
| 2. Increase career and transfer resources for underserved student populations | Begin Fall 2014 | Dean of Counseling, Counseling Department, Transfer Center Staff, Instructional Divisions |
| 3. Increase number of students served in First Year Experience, Puente, Sankofa, IMPACT AAPI, LEAD, and other cohort-based programs that serve targeted student populations and have transfer pathways.  | Begin Spring 2015 | Vice President of Instruction, Associate Vice President of Instruction, Instructional Deans, Cohort Program Coordinators, Faculty, and Staff |
| 4. Increase Learning in Communities (LinC) offerings (basic skills and transfer level) across under-served student populations | Begin Spring 2015 | Vice President of Instruction, Associate Vice President of Instruction, Instructional Deans, LinC Coordinators, Faculty, and Staff |
| 5. Infuse existing Learning in Communities (LinC) with culturally responsive curriculum and pedagogies | Begin Spring 2015 | Office of Equity, Social Justice, and Multicultural Education, Office of Staff an Organizational Development, LinC Program Coordinators, Faculty, and Staff |
| 6. Increase number of students served in Math Performance and Success (MPS) and other STEM related curriculum pathways | Begin Fall 2015 | Vice President of Instruction, Associate Vice President of Instruction, Dean of Physical Sciences, Mathematics, and Engineering, MPS Faculty and Staff |
| 7. Increase Peer Mentoring and Peer Tutoring for underserved student populations | Begin Fall 2015 | Learning Community Program Coordinators and Faculty, Student Success Center Faculty and Staff, De Anza Associated Student Body, Office of Equity, Social Justice, and Multicultural Education, and Institute of Community and Civic Engagement |
| 8. Implement Sparkpoint Model  Program   | Begin Fall 2015 | Vice President of Finance and College Operations, Vice President of Student Services, Financial Aid  |

### EXPECTED OUTCOME E.1

Through student success initiatives that will increase the number of African Ancestry, Latino, Filipino, Foster Youth, Veteran, EOPS, Basic Skills, Low-Income students, and students with disabilities, the college will increase the number of students that transfer to a four-year institution.

### GOAL E. *(Continued)*

**Budget**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Equity Program Activities** | **Responsible Parties** | **Student Equity Indicators** | **Projected Expenses** |
| Coordination* Equity Coordinator
* MPS/STEM Pathways Director
* Researcher
 | VP Instruction, AVP Instruction, and VP Student Services | Access, ESL/Basic Skills, Course Completion, Certificates and Degrees, Transfer | $290,000 |
| Academic Programs * Black Leadership Collective
* IMPACT AAPI
* First Year Experience
* Latina/o Empowerment at De Anza
* Math Performance and Success
* Puente
* Sankofa
* Student Athletes
* Peer Mentorship
 | Office of Equity, Equity Action Council, Instructional Divisions, 3SP Advisory Committee | Access, ESL/Basic Skills, Course Completion, Certificates and Degrees, Transfer | $160,000 |
| Student Services Programs* Career
* DSPS
* EOPS
* Foster Youth
* Higher Education for AB540 Students
* Outreach and Relations with Schools
* Sparkpoint Model
* Veterans
 | Office of Equity, 3SP Advisory Committee, Student Service Divisions | Access, ESL/Basic Skills, Course Completion, Certificates and Degrees, Transfer | $160,000 |
| Professional Development* Equity Related Conferences such as NCORE, Creating Change, UMOJA
* Student Success Related Conferences such as RP Group’s Strengthening Student Success Conference, League for Innovation
* Basic Skills and Social Justice Institute
* Partners in Learning Conference
* Instructional/Student Services Equity Retreats
* Leadership Seminars for department chairs, program coordinators, academic senate, classified senate
* Emotional Intelligence in the workplace
 | Office of Equity, Office of Organizational and Professional Development, Instructional Divisions, Student Services Divisions, Academic Senate, Classified Senate | Access, ESL/Basic Skills, Course Completion, Transfer | $49,372 |
| **2014-2015** **Total Allocation =$669,372** |  |  |  **$669,372** |

# SOURCES OF FUNDING

**Evaluation Schedule and Process**

# EVALUATION SCHEDULE AND PROCESS

As part of the evaluation process, the College will continue to complete, update and review its departmental equity plans in line with our 6-year Planning and Resource Allocation Model which includes ongoing development and assessment of student equity plans on an annual basis: <http://www.deanza.edu/ir/planning/Quilt_Chart_11_14_13_Detail_approved.pdf>. This process will be led by the Equity Office and monitored by the College Planning Committee.

The Institutional Research Office will also continue to evaluate progress made on disproportionate impact on an annual basis as part of the ongoing updates to the equity report. The college will be engaging in an update of its Educational Master Plan in the 2014-15 academic year and the Research Office will propose that many of the Equity Metrics be included as Institutional Metrics in the Educational Master Plan. The Master Plan is updated and shared with the governance groups each fall, and thus, each Equity Metric will be evaluated and discussed as part of this ongoing process.

As another part of the resource allocation and planning processes, the Instructional Planning and Budget team requires each department to report their progress on achieving a variety of equity metrics each year. The Equity Office closely reviews the Program Review data and divisional equity plans and provides feedback and coaching for helping departments strengthen their efforts the following year.

The College also acknowledges the overlap between the Equity Report and the Student Support Services and Programs (3SP) plan. The College intentionally incorporated many of the efforts underway in the 3SP plan into the Equity Plan. As the College moves forward with both plans, it will continue to evaluate the plans simultaneously and provide feedback to stakeholders on their progress and identify areas for improvement.

# EVALUATION SCHEDULE AND PROCESS

**Attachments**

# ATTACHMENTS

* References
* Equity Planning Packet
* Dialogue Tool for Equity Planning
* SSSP Planning Document
* Equity Plans Comparison