



Student Equity Initiative & Plan Overview

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Agenda

- Welcome and context of meeting
 - Student Equity Initiative (background)
 - Budget and expenditures (update)
- Review Chancellor's Office feedback
 - 2014-15 Student Equity Plan
- Review of conceptual framework and lens
 - How to use the framework and lens to review the 2015-16 Student Equity Plan
- Overview of 2015-16 equity activities and goals template

Student Equity Initiative

State Overview

Student Equity: Timeline

- 1992: BOG student equity policy (SEP)
- 1996: SEP minimum condition for receiving funding
- 2002: BOG requires CCC to develop SEPs
- 2003: SEP guidelines provided to colleges
- 2005: BOG requires CCC to update and complete SEP
- 2008: BOG removes requirement for SEP submission

BOG: Board of Governors

CCC: California Community Colleges

Prepared by Vice Chancellor (Interim) Denise Noldon, Student Services & Special Programs

Student Equity: Funding

- 2012: SB 1456 enacted SSSP and SEP
- 2014 (Jun): **\$70M** of student equity funding appropriated to CCC
- 2015 (Jan): Governor proposes an **additional \$100M** in student equity funding for 2015-16 FY; statewide total now **\$170M**
- 2015 (Jun): Revenue estimates are much higher than expected—total of \$155M of funding provided for student equity

SSSP: Student Success and Support Program

SEP: Student equity policy

CCC: California Community Colleges

Prepared by Vice Chancellor (Interim) Denise Noldon, Student Services & Special Programs

Student Equity: Planning Tips

- SB 860 (new requirements for planning)
 - Be coordinated with other categorical programs
 - Include faculty, student services, and other constituencies
 - Include foster youth, low income, and veteran students as target populations
 - **Expenditures may not be used for General Purposes not prioritized based on the results of a disproportionate impact study outlined in the Student Equity Plan**

Student Equity Planning: Linkages

- Student Equity Plan should link with other Institutional Plans and Reports:
 - Educational Master Plan
 - College-wide Equity Strategic Plan
 - Unit Plan and Division Equity Plans
 - Program Review
 - Accreditation
 - Basic Skills Plan

Student Equity: Target Populations

- Closing the achievement gaps among disproportionately impacted student groups based on college-wide data (State-required):
 - Gender
 - Race/Ethnicity (African Americans, Filipinos, and Latino/a)
 - Disabled
 - Foster youth
 - Low income
 - Veterans

Student Equity: Indicators

- Access
- Course completion
- Basic skills English, Math, and ESL
- Degree and certificate completion
- Transfer

Student Equity Budget

2014-2015

Budget Allocation Updates

The Campus Budget Committee recommended the following amounts be allocated to IPBT and SSPBT for 2014-15 FY (\$669,372 Total)

IPBT: \$424,372

- Staff positions (Equity Office; MPS/STEM Learning Communities)
- Academic Services/Instructional Programs
- Professional Development

SSPBT: \$245,000

- Staff positions (Office of Institutional Research)
- Student Services Programs

Expenditures to date =\$397,272

Encumbered =\$200,00

Unspent =\$72,100

- Encumbered (Salary & Ongoing Activities)
- Unspent due to delayed hiring

2014-2015 Program Expenditures

BUDGET

Student Equity Program Activities	Responsible Parties	Student Equity Indicators	Projected Expenses
Coordination <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Career • DSPS • EOPS • Foster Youth • Higher Education for AB540 Students (HEFAS) • Outreach and Relations with Schools • Sparkpoint Model • Veterans 	Office of Equity, SSSP Advisory Committee, Student Service Divisions	Access, ESL/Basic Skills, Course Completion, Certificates and Degrees, Transfer	\$160,000
Professional Development	Office of Equity,	Access, ESL/Basic	\$49,372

Chancellor's Office Feedback

2014-15 Student Equity Plan

2014-15 Student Equity Plan

- Various campus departments were included but there did not seem to be any representation of students or community members
- Plan could have provided a little more detail on how the identification of specific target populations was come to
- Foster Youth and Veteran students were not addressed in the research
- Activities identified are vague; it is not clear how these activities are directly linked to the target populations
- No clear sense of the actual steps that will be taken to improve course completion rates for target populations

2014-15 Student Equity Plan

- Outcomes identified are not quantified and no clear strategy for how outcomes will be measured is provided
- The linkage between the activities and desired outcomes is not always clear
 - Many seem to be a continuation of existing programs. Need to provide more evidence of the effectiveness of these programs to justify this approach. Outcomes are not quantified and are very general.
- The budget seems very disconnected from the actual plan activities
 - More description is needed to make clear how the budget and activities are linked
- The evaluation plan was very sparse. In the future, a plan that includes specific dates and how each activity will be evaluated would be more robust.

Student Equity Plan

2015-2016

Student Equity Planning Timelines

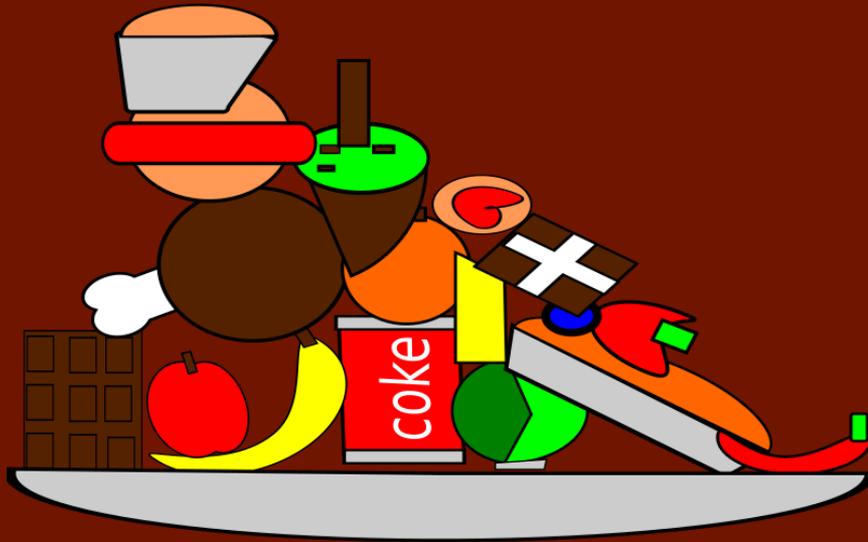
- August 12, 2015 SSSP-Student Equity Meeting
- September 17, 2015 SSSP-Student Equity Meeting
- September 18, 2015 – Nov. 2015 Revision of 2014-15 Plan Begins
- October 12, 2015 Academic Senate Meeting
- October 14, 2015 Equity Action Council Meeting
- October 20, 2015 Classified Senate & IPBT Meetings
- October 21, 2015 DARE Taskforce
- November 13, 2015 FCOPBT Meeting
- November 17, 2015 SSPBT Meeting; **DRAFT DUE to FHDA BOARD**
- November 19, 2015 College Council Meeting
- November 25, 2015 DASB Meeting
- December 7, 2015 FHDA Board Meeting
- December 18, 2015 **FINAL 2015-2016 PLAN DUE**

Student Equity Budget

2015-16 Allocation

- Jul 1, 2015 - Dec 31, 2016
 - DA Allocation = \$1,323,418
 - Expenditures = TBD
 - Encumbered = \$669,372
 - FH Allocation = \$882,279
- Allocation represents projected 75% increase
- Encumbered (Salary & Ongoing Activities from 14-15)

Equity Conceptual Framework and Lens



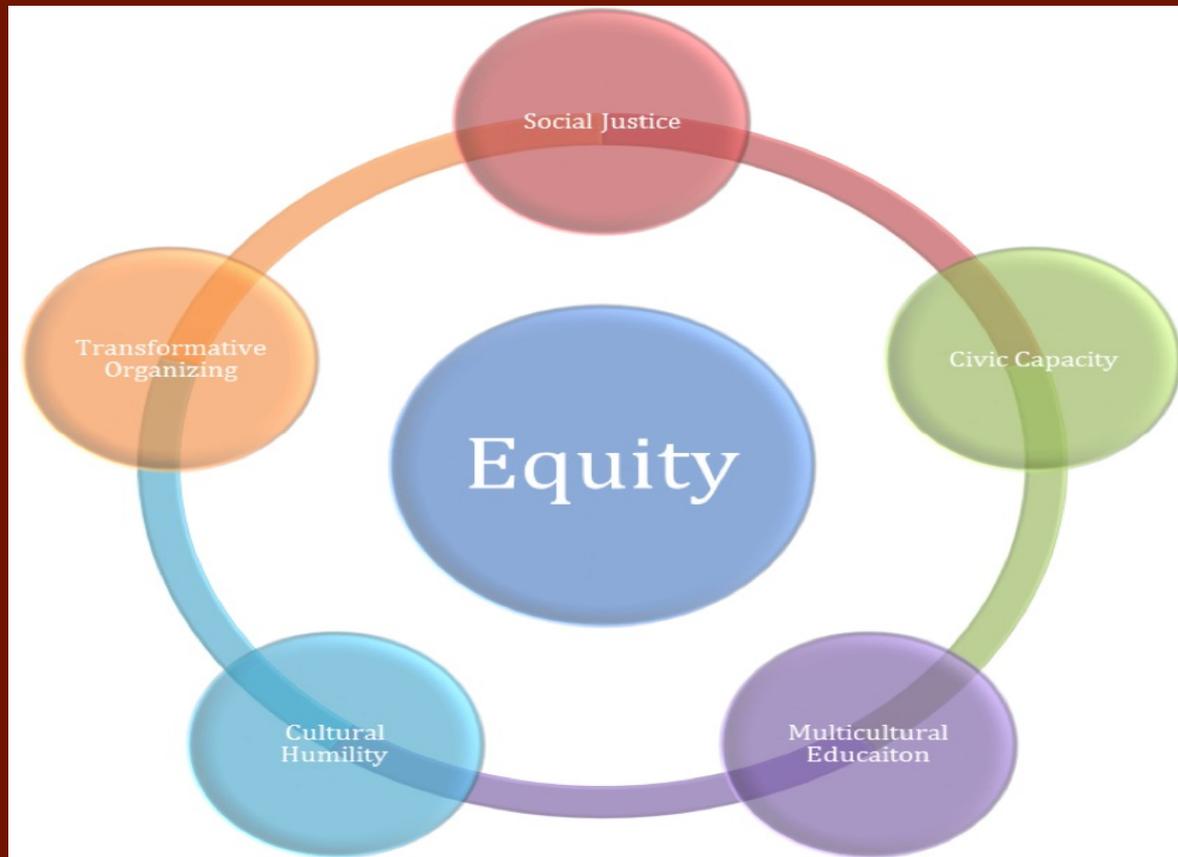
With vs. Without a
Framework

Why an Equity Framework?

“Without a clear framework, few of these strategies can drive sustainable success... “closing the gap” strategies have little lasting impact because the framework defining why the work matters is never clearly articulated” (Linton, 2011 p. 52).

De Anza's Conceptual Framework

Conceptual frameworks provide a narrative or visual representation of how theories, values, beliefs, and initiatives link together to create a coherent approach to a problem or goal.



De Anza's Theory of Change

Developed by Dr. Neal



Intrapersonal
Equity
Sensibilities/
minded-ness and
Cultural Humility

Interpersonal
Equity and
Cultural Humility:
Cultural Humility
Praxis, Equity
Pedagogy,
Allyship,
MicroAffirmations

**Cultural/
Institutional
Consistency and
Equity Alignment:**
Address Power and
Privilege Imbalances;
De-institutionalizing
Whiteness;
Decolonizing
curriculum, policies,
and procedures

**Institutionalization
and Potential for
Social
Transformation:**
Professional
Development,
Resources
Allocation, Hiring
Practices , and
Leadership

Applying our Equity Lens

1. Convey desired goals (i.e., What does the data say?)
2. Identify overarching strategies for arriving at the goal
3. Identify strategies, specific actions, and interventions that are more likely to lead to desired results (i.e., How will we enhance this strategy?)
4. Determine how multiple factors or interventions interact to influence the problem or goal (i.e., How will these various interventions work together to achieve our institutional goals?)
5. Measure impact and adjust to students' needs as it relates to achieving the goal (i.e., Is it working for students per the identified indicator?)

De Anza's Equity Lens



2015-16 Equity Plan

Activities and Goals Template

Appendix

2014-15 Student Equity: Where Could We Improve?

“Yes” denotes areas for consideration

Success metrics	Age	Gender	African American	Filipino	Latino/a	DSPS	Economically Disadvantaged
1. Access: enrollment	Yes under 20 & age 35+	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	tbd	Yes	tbd	tbd
Financial aid	tbd	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	tbd	tbd
2. Course completion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	tbd	Yes***	tbd	tbd
Academic probation	tbd	Yes*	Yes	Yes	Yes	tbd	tbd
3A. ESL completion	Yes age 25+	Yes**	Yes	<input checked="" type="checkbox"/>	Yes	Yes^	<input checked="" type="checkbox"/>
3B. English basic skills	Yes age 25+	<input checked="" type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3C. Math basic skills	<input checked="" type="checkbox"/>	Yes**	Yes	<input checked="" type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4. Degree & Certificate	Yes age 25+	<input checked="" type="checkbox"/>	Yes	Yes	Yes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5. Transfer	Yes age 25+	<input checked="" type="checkbox"/>	Yes	Yes	Yes	<input checked="" type="checkbox"/>	Yes^

Note: Equity assessment for EOPS, foster youth, veteran, undocumented, and LGBTQQI students forthcoming in Nov 2015

*Disparity observed for female; no disparity observed for male students but the percentage of male students on academic probation is higher than their percentage enrolled

**No disparity observed, but ESL and Math Basic Skills completion rates could be improved for male and female students

***No disparity observed, but course completion rate could be improved for Latino students

^Disparity observed; due to small sample size (10 students or less) use directionally only