

**Mission Statement**

*De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. De Anza College fulfills its mission by engaging students in creative work that demonstrates the knowledge, skills and attitudes contained within the college's*

**Institutional Core Competencies:**

*Communication and expression, Information literacy, Physical/mental wellness and personal responsibility  
Global, cultural, social and environmental awareness, Critical thinking*

**Institutional Strategic goals:**

*Outreach, Individualized Attention to Student, Retention and Success, Cultural Competence  
Community Collaborations*

***Program Review provides a means through which each college division (department) set goals and objectives that support the De Anza's mission and strategic goals, through focusing on the student as a learner.***

The first column below matches the list of requested information as indicated on TracDat. The second column is where you can input your data at this time. The third column represents the information you would see if you pressed the help button (a question mark). You will be able to copy and paste or type in your information from the third column directly into TracDat. As a best practice reminder, ALWAYS keep a soft copy of your work in a file that is accessible in the future.

**Dept. Chair:** Dr. Veronica Neal

<b>Information Requested</b>	<b>Input your answers in columns provided. Use word wrap. Note: reference documents can also be attached. Make sure to note the name of the document in your explanations.</b>	<b>? Trac Dat Help button will reveal</b>
IA Department Name:	Office of Equity, Social Justice and Multicultural Education	
Program Mission Statement:	The Office of Equity, Social Justice and Multicultural Education promotes — through programs and services — an academic, cultural and social environment that provides equity, social justice and academic success for all members of the De Anza	

	College campus community. It supports the district and college missions, which consider diversity an essential component of student education in the 21st century.	
What is the primary mission of your program?	➔ Cultural and personal enrichment To promote — through programs and services — an inclusive, culturally and socially rich teaching and learning environment, free of hate and discrimination.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Choose a secondary mission of your program.	➔ Academic Support and Learning Resources To institutionalize the praxis of cultural humility, anti-racism, and multicultural transformation in an effort to close the achievement and opportunity gap.	Basic Skills, Transfer. Career/Technical, Learning Resources/Academic Services, personal enrichment, N/A
Number of Certificates of Achievement Awarded	N/A	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to: <a href="http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html">http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html</a>
Number Certif of Achievement-Advanced awarded:	N/A	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <a href="http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html">http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html</a>
Number AA and/or AS Degrees awarded:	N/A	If applicable, enter the number of certificates of achievement awarded during the current academic year. Please refer to <a href="http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html">http://research.fhda.edu/factbook/deanzadegrees/dadivisions.html</a>
Learning Resources and OSOD: # Faculty Served	The Office of Equity “re-opened” to the campus as of February 1, 2012 and since that time has been involved in various program and workshop efforts across the campus. The following data reflects only those programs/services offered in the last three months and should serve as a starting place for estimating the potential reach and impact of the office over a 10 month period. Programs include: 1-on-1 consultations, community conversations, small group/workshop facilitation, P.I.L., Art for Change open house, special program e.g., Trayvon Martin  130 Faculty	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support.
Learning Resources and OSOD: # Student Served	The Office of Equity “re-opened” to the campus as of February 1, 2012 and since that time has been involved in various program and workshop efforts across the campus. The following data reflects only those programs/services offered in the last three months and should serve as a starting place for estimating the potential reach	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support.

	and impact of the office over a 10 month period. Programs include: 1-on-1 consultations, community conversations, small group/workshop facilitation, P.I.L., Art for Change open house, special program e.g., Trayvon Martin 253 Students	
<b>Learning Resources and OSOD: # Staff Served</b>	The Office of Equity “re-opened” to the campus as of February 1, 2012 and since that time has been involved in various program and workshop efforts across the campus. The following data reflects only those programs/services offered in the last three months and should serve as a starting place for estimating the potential reach and impact of the office over a 10 month period. Programs include: 1-on-1 consultations, community conversations, small group/workshop facilitation, P.I.L., Art for Change open house, special program e.g., Trayvon Martin  76 Admin/Classified/Counselors	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support.
# Faculty Employees	1	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support.
# Student Employees	3	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support.
# Part-time Faculty Employees	0	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support.
# Staff Employees	0	Only for programs that serves staff or students in a capacity other than traditional instruction, e.g. tutorial support.
II.A-Growth and Decline of targeted student populations	-We do not serve student directly, however we provide community-wide programs that aim to create supportive, educational enrichment and empowerment opportunities that will facilitate the creation of an inclusive and culturally responsive teaching and learning environment. -In an effort to achieve these goals, we have instituted a series of programs such as community conversations and art for social justice mini-exhibits. -We facilitate trainings on having difficult conversations, trust building, cultural humility, and allies building. -We are building cross-campus collaborative partners and looking	Briefly, address student success data relative to your program Growth or decline in underrepresented populations (Latina/o, African Ancestry, Pacific Islander, Filipino) refer to: <a href="http://www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgram_ReviewDiv/htm">www.research.fhda.edu/programreview/DAProgramReview/DeAnza_PR_Div_pdf/DeAnzaProgram_ReviewDiv/htm</a>

	to expand the reach of our EO reps through greater training and advocacy efforts.	
Trends in equity gap:	Refer to <a href="http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf">http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf</a> , p.16.	Refer to <a href="http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf">http://www.deanza.edu/president/EducationalMasterPlan2010-2015Final.pdf</a> , p.16.
Closing the student equity gap:	Although our office does not work directly with students at this time, we are responsible for raising awareness, providing resources, and creating a school culture that holds at its core a commitment to addressing the equity gap. To this end, the Director participates in Academic Senate, College Council, DARE, Classified Senate, and supports the Faculty Relations Committee. The office works closely with the ICCE, OSOD, Euphrat, CHC, LEAD, and other department and programs across campus on collaborative efforts that build greater awareness and support critical thinking and integration of equity and social justice praxis. The office facilitates trainings across the campus and supports EO hiring, training, and reviews job announcements to ensure quality hiring for equity and inclusion.	What progress or achievement has the program made relative to the plans stated in your program's 2008 -09 Comprehensive Program Review, Section III.B, towards decreasing the student equity gap?
Overall growth/decline in # students:	NA	Briefly address the overall enrollment growth or decline of a comparison between all student populations and their success.
Changes imposed by internal/external regulations	2009-2010 Budget Reduction Planning eliminated Administrative Assistant position and a decision was made to reorganize Office of Diversity and Institute of Community and Civic Engagement into 1 office with 1 faculty director. Both programs do not have an annual operating "B" budget. This reorganization negatively impacted the program planning and implementation of both programs: Equal Opportunity training came to a halt, campus-wide student equity plans were forgotten, and civic engagement and service learning activities lessened.	Address program changes implemented as a response to changes in College/District policy, state laws, division/department/program level requirements or external agencies regulations? How did the change(s) affect your program? (e.g. any curriculum, program reorganization, staffing etc.
Progress in "Main Areas of Improvement"	Program is behind in assessment planning due to the Reorganization mentioned above and the 2010-2011 absence of faculty Director for the Office of Diversity.	Based on the 2008-09 Comprehensive Program Review, Section I.C. "Main Areas for Improvement", briefly address your program's progress in moving towards assessment or planning or current implementation of effective solutions.
CTE Programs: Impact of	N/A	Career Technical Education (CTE) programs, provide regional,

External Trends:		state, and labor market data, employment statistics, please see "CTE Program Review Addenda" at: <a href="http://www.deanza.edu/gov/IPBT/resources.html">www.deanza.edu/gov/IPBT/resources.html</a> Identify any significant trends that may affect your program relative to: 1) Curriculum Content; 2) Future plans for your program e.g. enrollment management plans.
CTE Programs: Advisory Board Input:	N/A	Career Technical Education (CTE), provide recommendations from this year's Advisory Board (or other groups outside of your program, etc.) Briefly, address any significant recommendations from the group. Describe your program's progress in moving towards assessment or planning or current implementation of effective solutions.
IV. A Budget Trends	2009-2010 Budget Reduction Planning eliminated Administrative Assistant position and a decision was made to reorganize Office of Diversity and Institute of Community and Civic Engagement into 1 office with 1 faculty director. Both programs do not have an annual operating "B" budget. This reorganization negatively impacted the program planning and implementation of both programs: Equal Opportunity training came to a halt, campus-wide student equity plans were forgotten, and civic engagement and service learning activities lessened.	Assess the impact of external or internal funding trends upon the program and/or its ability to serve its students.
Enrollment Trends	NA	Assess the impact of external or internal funding changes upon the program's enrollment and/or its ability to serve its students.
V. A -Faculty Position Needed	Multicultural Education Specialist/Curriculum Coordinator (0.5 faculty – <i>vacant</i> )	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Staff Position Needed	Administrative Assistant (1.0 FTE classified– <i>vacant</i> )	A drop down menu will allow you to choose: Replace due to Vacancy, Growth, No Faculty Needed
Justification for Faculty/Staff Positions:	This office has been reorganized and reconstituted as of February 1, 2012 and will now encompass all EO operations, multicultural education, and social justice work for the campus. In the past, the institution has had two part-time faculty multicultural education specialists. This is critical to ensure that appropriate training and curriculum integration occurs, further supporting our efforts for	Provide information such as: institutional, SLO, PLO data that supports the need for this replacement, what would be impact of not replacing this position, services lost if not replaced, assessment data that supports a need for growth, etc.

	addressing and closing the achievement gap. This work is required, and has been identified by scholars as an essential step in culturally responsive teaching and learning (Darling-Hammond, 1997, Delpit, 1995). In addition, with this exciting office transformation, there is an increase workload in terms of campus-wide oversight of efforts and transformational facilitation. Thus, adding an administrative coordinator to assist with meeting the needs of our constituents (students, faculty, and staff) will assist with management of time, attention, and coordinate planning. Currently, the Director spends 55-65% time focusing on administrative tasks, which take away from the critical work of program planning, development, support services, and implementation. Thus, it is necessary to hire classified professional to provide the coordination support necessary for a fully functional and multifaceted office to have meaningful success and sustainability.	
Equipment Request	Over \$1,000	A drop down menu will allow you to choose: Under \$1,000 or Over \$1,000 or no equipment requested
Equipment Title and Description, Quantity	Computer/laptop (replacement) Printer/fax/scanner (replacement) Small Computer Desk (new) Appropriate file cabinets (replacement)	Description should identify if the item(s) are new or replacement(s), furniture/fixtures, instructional equipment, technology related, expected life of item, recommended warranties etc. Did this request emanate from a SLOAC or PLOAC process? Etc
Equipment Justification	The student employees, office staff and visiting faculty and staff of the resources center. In order to fully meet the goals and objective put forward by the college, as it pertains to cultural inclusion and awareness, these requests are essential for a fully functioning and sustainable office. If institutionalization and sustainability is the intention, these needs then become critical to the success of the office.	Who will use this equipment? What would the impact be on the program with or without the equipment? What is the life expectancy of the current equipment? How does the request promote the college mission or strategic goals? Etc.
Facility Request	Full community, training and resource room; Request for conference room, admin 106 *No additional structures requested	Name type of facility needed. Renovation vs new. Identify associated structures needed to support the facility e.g. furniture, lighting, unique items above and beyond what is normally included in a similar facility
Facility Justification	The Office of Equity is currently housed in the administration building, room 105. It is our hope that with the completion of construction in 2015, we can expand into conference room 106.	Who will use this facility? What would the impact be on the program with or without the facility? What is the life expectancy of the current facility? How does the request promote the college

	<p>With this additional space, we will have direct access to the administration building, which will communicate a powerful visual message that our programs and services are integral to the core workings of the leadership vision. What's more, we will have space to provide a larger resource and community area for faculty, staff, and students to find each other and connect around important topics of equity, social justice and multicultural education. This space will also provide room for trainings, our growing office staff and provide a resources area for our AB540 students. This space, and the programs and services offered herein, will help the college meet the core competencies of Communication and expression, Information literacy, Physical/mental wellness and personal responsibility, Global, cultural, social and environmental awareness, Critical thinking</p>	<p>mission or strategic goals? Etc.</p>
<b>B Budget Augmentation</b>	<p><b>\$10,000 of annual "B" operating budget. Currently there is no operating budget for the office and this limits program implementation and staff capacity.</b></p>	<p>How much? Who or what would be supported by this additional funding? What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?</p>
Staff Development Needs	<p>There is a critical need to stay current in the fields of equity, social justice, and multicultural education in order to fully meet the demands of the office and college community. The following conferences have been identified as sources of staff development: NAME, NCORE, Community at Work, Social Justice Training Institute, and the Intercultural Training Institute. Without ongoing professional development the office will be at risk of providing less meaningful/relevant tools, resources, and praxis. The identified trainings focus on developing expertise and evidence-based practices in the focus areas outlined by the college core competencies.</p>	<p>What assessment information has led to this request. What would the impact be on the program with or without the funds? How does the request promote the college mission or strategic goals?</p>
Future plans	<p>Resources from each of the conferences will be documented and prepared for distribution through the resources library. Developed presentations from each of the conferences -given across the campus- will be evaluated by faculty, students and staff. This evaluation of relevance, resources, and general impact will determine outcome success.</p>	<p>How do you plan to reassess the outcomes of receiving each of the additional resources requested above?</p>

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