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> Program Review



 **Dept AS - Office of Equity, Social Justice and Multicultural Education** 

2018-19 Annual Program Review Update Submitted By: Anthony Santa Ana

APRU Complete for: 2017-18

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.

The Jean Miller Resource Room for Women, Gender, and Sexuality works to ensure that students, faculty, and staff are free to determine their gender and sexual identities without facing harassment, coercion, discrimination, or violence. JMRR fosters a safer and more inclusive community at De Anza by offering trainings and campus-wide events that increase awareness of and sensitivity to issues of gender identity and sexual orientation.

I.A.1 What is the Primary Focus of Your Program?: Learning Resources/Academic Services

I.A.2 Choose a Secondary Focus of Your Program?: Personal Enrichment

I.B.1 Number Certificates of Achievement Awarded: 0

I.B.2 Number Certif of Achievement-Advanced Awarded: 0

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded:

I.B.4 # AA and/or AS Degrees Awarded: 0

I.B.5 Strategies to Increase Awards :

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics: 0

I.C.2 CTE Programs: Labor Market Demand and Industry Trends :: 0

I.D.1 Academic Services & Learning Resources: #Faculty served: 264 (Equity Office)
45 (Jean Miller Resource Room)

I.D.2 Academic Services & Learning Resources: #Students served: 765 (Equity Office)
583 (Jean Miller Resource Room)

I.D.3 Academic Services & Learning Resources: #Staff Served: 47 (Equity Office)
9 ((Jean Miller Resource Room)

I.E.1 Full time faculty (FTEF): 0

I.E.2 #Student Employees: Equity Office: 2
Jean Miller Resource Room: 2

I.E.3 Ratio % of Full -time Faculty Compared to % Part-time Faculty Teaching: decrease

by 1

I.E.4 # Staff Employees: 2

I.E.4 #Staff Employees: 2

I.E.5 Changes in Employees/Resources: Currently, the Equity Office is undergoing staffing changes and assessing its work. The Equity Office has a full-time Administrative Assistant; however, the funding is soft and there is no guarantee that we can retain this position. We also have a Program Coordinator who provides daily oversight of our State Equity Initiative and Equity Office and provides Equity Practitioner Training for Faculty, Staff, and students.

In addition, we had one part-time faculty serving as the Jean Miller Resource Room Faculty Coordinator funded through DASB. This past year, JMRR had a faculty resignation in the middle of the academic year, thus leaving a void in programming for the year. In response, a TEA was created to temporarily fill the void. This year we have hired a new Faculty Coordinator, funded through additional pay from DASB.

The Equity Office no longer has a faculty director as of Fall 2017 and this position remains vacant even though we are promised future funding. The office is now under the auspices of the Equity and Engagement Division with a new Dean, which is significantly different given the breadth and depth of their work advocating, managing, and guiding all related DIS focused programs under their purview. The Dean of Equity and Engagement not only oversees the daily operations of our office but several programs/offices that report to her. Moreover, the previous academic year, we had several faculty coordinators to help with the work load but given the decreased allocation in state equity funds, this was more challenging to develop and implement programming. The faculty director on the other hand, is not a manager but a practitioner that helps across the campus to develop, strategize, guide, facilitate, coach, and lead for equity.

II.A Enrollment Trends: N/A

II.B Overall Success Rate: NA

II.C Changes Imposed by Internal/External Regulations: With the vacancy of the Faculty Director, it has been difficult to train, support and develop the Equity Core Teams and to provide assistance with division's equity plans, as they relate to program review. The Equity Core Team model is faculty, classified staff, and students with the deans approval, to create a team in a division to gather information, address equity issues, and make policy recommendations for their division. Thus, this create equity practitioners in various areas to meet the their specific needs. With the initiation of the 2014 state equity student initiative the office saw some significant change. The Equity Office was allocated a budget of \$80,000, per the state allocations to De Anza for equity programming however, Fall of 2017 its allocation was reduced to \$6,500 to support Equity Core Team projects and Lit Lunch.

The Office of Equity does have a permanent B Budget of \$15,000 per academic year to support the work of the office. The DASB has allocated \$2,000 to support our community conversations and LGBTQI programming. DASB also provided funding for our Jean Miller



Resource Room for Women, Gender, and Sexuality. However, given the decline in enrollment and the current budget crisis on campus, funding for JMRR remains tenuous if dependent solely on student fees.

Starting in 2016, DASB also partnered with the Equity Office to assist with the coordination and allocation of the multicultural education/heritage month funding, which stands at an average \$14,000 per academic year.

Thus, between 2014-2016 we experienced a significant financial growth providing much needed staffing as well as program budget. However, Fall of 2017 the funding level dipped drastically. State equity funding is still considered soft money and we have already seen a slight decrease to our campus and district as a whole. Furthermore, we still lack consistent institutional funding support for the JMRR. Due to enrollment decline and budgetary constraints, much of our Equity funds are now tied to staffing. Therefore, in order to meet the collaborations required by new state mandates, we would need to find funding from other sources.

III.A.1 Growth and Decline of Targeted Student Populations: 2017-18 Enrollment: The Equity Office does not provide direct services to our targeted populations. We provide strategic and intentional training to staff, managers, and faculty working with our DI students. Furthermore, our focus remains on the institutional culture at large, which informs and maintains the policies, practices, and protocols that guide our student support and learning culture. Our focus is on integrating an equity framework that will guide our community and student-centered culture.

Generally, we do not serve students directly, however we provide community-wide programs (High Impact Practices) 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.

However, these programs and services are not intended to close the achievement gap by direct instruction but by creating a welcoming and inclusive culture. Equity work is both interpersonal, informed by inclusive curriculum and responsive curriculum, as well as institutional reflected in policies, procedures, and cultural norms of the institution. The equity office looks at the whole system and ways to address inequity of policies, practices, and cultural norms. Thus, all of the equity work that has been conducted over this past year has directly aimed to meet the needs of our targeted students.

It is important to note that since this position is non-instructional and focuses on institutional transformation and culture change, which contributes to closing the achievement gap. It is not directly in the purview of this office to coordinate heritage month events (diversity approach vs. equity approach) or other such related programming for targeted students. Also, this office does not specifically focus on closing the achievement gap through course by course teaching focus.

III.A.2 Targeted Student Populations: Growth and Decline:

III.B.1 Closing the Student Equity Gap: Success Rates: As a campus community, we have





not made sustainable progress in this area. We will need to continue our equity planning efforts as well as training on specific institutional and pedagogical approaches to addressing the opportunity gap. It is important to note that these trainings and institutional assessment efforts are underway. Moreover with the State Chancellor's office various initiatives (AB 705, Guided Pathways) these will affect the success rates due to institutional changes.

III.B.2 Closing the Student Equity Gap: Withdrawal Rates:

III.B.3 Closing the Student Equity Gap: 2017-18 Gap: According to the Institutional Metrics 2017-18 we are 4% below our Master Plan Goal. With the new SEAP, we need to gather current data to analyze and assess our current practices and pivot to incorporate innovative programs.

III.C Action Plan for Targeted Group(s): Collect institutional data for targeted groups by department and division to understand the success, retention and completion rates. From the data analysis, create systems of training and support those areas to identify areas of growth and improvement. Thus, creating an equity action plan for those areas with the support of the Office of Equity.

III.D Departmental Equity Planning and Progress: The Equity Office has seen great success in deepening our equity framework, theory of action, equity rubric, and lens. These documents have been adopted by the AS & DASB and infused throughout many of our guiding documents (e.g., Mission and College Values, Accreditation, Educational Master Plan, State Equity Initiative). What's more, we provide training and coaching on the integration and praxis of these tools in addition to applying to our intern programs, policies, and practices.

Part of our equity planning is guided by De Anza theory of action, which focuses on intra, inter, institutional as well as leadership and environmental development. We have connected our strategies to this theory of action in the following ways:

Intrapersonal development for equity: provide developmental workshops and guiding materials for personal development

Interpersonal development for equity:

III.E Assistance Needed to close Equity Gap: Yes

III.F Integrated Plan goals: current student equity data and action plan: 5. Build on and broaden our existing relationships in the high schools and within the community to improve college readiness of entering new students

IV.A Cycle 2 PLOAC Summary (since June 30, 2014): Given the degree of staff changes, facility move, leadership transitions, and funding enhancements between 2014 to present, we have not done well in identifying and monitoring our PLOAC. At this time, we are reassessing our process.

IV.B Cycle 2 SLOAC Summary (since June 30, 2014): We are not doing SLOs as we do not own curriculum

V.A Budget Trends: The Equity Office was allocated a budget of \$80,000, per the state allocations to De Anza for equity programming but in fall 2017 was reduced to \$6,500. Additionally, we now have permanent B Budget at an average of \$15,000 per academic



year. We have also received funding from DASB, which supports our LGBTQI programming. DASB also provides funding for our Jean Miller Resource Room for Women, Gender, and Sexuality. Starting in 2016, DASB has also partnered with the Equity Office to assist with the coordination and allocation of the multicultural education/heritage month funding, which stands at an average \$14,000 per academic year. This process is student lead and across campus collaboration with various student clubs and programs.

V.B Funding Impact on Enrollment Trends: Since we are experiencing a budget crisis due to a decrease in enrollment and the increasing standard of living, student's external environment has a negative impact on their student success. Thus, we are experiencing an increase in student's need for emotional support and resources on/off campus.

V.C.1 Faculty Position(s) Needed: Replace due to vacancy

V.C.2 Justification for Faculty Position(s): Faculty Director - The Equity Office will no longer have a faculty director as of June 30, 2017. We will have a Dean of Equity and Engagement, which is significantly different given the breadth and depth of their work advocating, managing, and guiding all related DIS focused programs under their purview. The Dean of Equity and Engagement has several other programs that she manages and oversees. Thus, given the many roles and responsibilities of the Dean, it is a challenge for the dean to provide daily oversight to carry out the efforts for addressing and closing the achievement gap. A faculty director on the other hand, is not a manager but a practitioner that helps across the campus of the critical work of program planning, development, support services, and implementation to lead for equity.

Faculty Coordinator for the Jean Miller Resource Room--FT or reassign time. No JMRR Faculty Coordinator has remained in the position longer than one year. Currently the Coordinator is funded as a 10hr/week additional pay position, but this has not been sustainable, as one can see from the high turnaround. As mentioned previously, the 2017-18 JMRR Coordinator resigned in the middle of the academic year due to external circumstances leading to burnout. Given the increase need among students, faculty, and staff for support around issues of gender and sexuality, it is challenging to retain a qualified Coordinator with an intersectional framework who works within the LGBTQ community. It is evident that the gender and sexuality work of the entire campus cannot be done in just 10 hrs/wk. Therefore, a full-time Coordinator could better serve the needs of the campus; if that is not feasible, then reassign time of at least .25 would allow JMRR to retain a qualified Coordinator.

V.D.1 Staff Position(s) Needed: Growth position

V.D.2 Justification for Staff Position(s):: Coordinator for the Jean Miller Resource Room.

This would be an alternative to the FT Faculty Coordinator position described above. Please see V.C.2 for further justification of a Full-time position.

V.E.1 Equipment Requests: Over \$1,000

V.E.2 Equipment Title, Description, and Quantity: SarsTrak (1)- New and expected life of 3 years.

Computer (1)- New and expected life of 3 years.



Scanner (1)-New and expected life of 2 years.



Projector (1)- New and expected life of 5 years.



PC Desktop (1)-New and expected life of 3 years.



V.E.3 Equipment Justification: SarsTrak (1)- A system to track students, faculty, classified professionals utilizing our services in the office and our programming.



Computer (1)- A computer for our student interns to carry out their job responsibilities and assist other students with school related functions.



Scanner (1)-Various documents needed to be uploaded to Banner and scanned documents needed to be sent and returned to independent contractors.



Projector (1)- Various events (e.g... Lit Lunch, All peer equity training , Rock the school bells conference) that are held in the office of equity and conference rm A/B



PC Desktop (1)-Administrative assistant current PC is outdated and runs very slow which decreases her efficiency in her work.

V.F.1 Facility Request: NA

Full community, training and resource room;

*No additional structures requested

V.F.2 Facility Justification:

V.G Equity Planning and Support: Based on our review of our planning and implementation process, we have identified the following areas of growth and need for support:

1. More intentional division-wide integration of equity pedagogical coaching and implementation strategies. This work would help enhance our leadership thread as identified by our campus equity framework and theory of action. The resources need to achieve this new plan include administrative leadership.
2. Gathering of campus-wide data of the DIS groups to analyze the specific needs of divisions and departments. Moreover, disaggregation of data and more inclusive data of, for example, parents, homeless, food insecure, LGBTQQIA, disability, re-entry students, and more disaggregation of the Asian population. A more collaborative effort to work with IR to gather this data.
3. Re-establishment of Equity Core Teams to train, develop and coach equity practitioners in all departments and divisions. A more concerted and collaborative effort to work with middle managers and administrative leadership to help facilitate implementation and accountability plan.

V.H.1 Other Needed Resources: NA

V.H.2 Other Needed Resources Justification:**V.J. "B" Budget Augmentation:** NA**V.K.1 Staff Development Needs:** 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.**V.K.2 Staff Development Needs Justification:** Without ongoing professional development the office will be at risk of providing less meaningful/relevant tools, resources, and praxis.**V.L Closing the Loop:** We will meet with our institutional research to develop specific program assessment tools. We are also working to better track our program participation and evaluation data.**Last Updated:** 03/18/2019**#SLO STATEMENTS Archived from ECMS:**