# STUDENT EQUITY REPORT 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, 2011; 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 et al, 2005; Bensimon, 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, 2011; 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 that 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, et al. (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).**

**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 programs such as Extended Opportunities Programs and Services  (EOP&S), 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

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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 that has been done to date has been supported by the Office of Instruction budget, 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 integrated, per the recommend crosswalk, both institutional-wide and SSSP related initiatives. Activity outcomes reflect the combined efforts of these institutional and SSSP efforts. As you will see, 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.

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### 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 low-income students, foster youth students, undocumented students, veteran students, students with disabilities, and LGBTQQI 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, 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, 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 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, 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 Taskorce (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 already identified “effective” or promising practices for course completion.

Responsible Parties: Student Success and Support Program Advisory Committee, 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 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 practice 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 course; 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, 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 “leading from the middle” 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, 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 of color 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 and 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, successful obtaining their degree or certificates.

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 and 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 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 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:

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| Main Activities | Activities Timeline | Staff/Personnel Responsible for Activities |
| 1. Develop and implement student career interest inventory for underserved student populations | Begin Spring 2014 | Counseling, Cohort Programs |
| 2. Increase career and transfer resources for underserved student populations | Begin Spring 2014 | Counselors, Transfer Center Staff, Instructional Divisions |
| 3. Increase number of students served in First Year Experience, Puente, Sankofa, IMPACT AAPI and other cohort-based programs who 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 Math Performance and Success (MPS) Course Offerings | 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 Cohort 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. Textbook Loan Program  Childcare Assistance Program  Travel Assistance Program | Begin Fall 2015 | Vice President of Finance and College Operations, Vice President of Student Services, Dean of Learning Resources, Director of Library |

### EXPECTED OUTCOME E.1

Through student success initiatives that will increase the number of African Ancestry, Latino, underserved Asian Pacific Islander, and Basic Skills students, the college will increase the number of students that transfer to a four-year institution.

### GOAL E. *(Continued)*

**Budget**

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| **Student Equity Program Activities** | **Responsible Parties** | **Student Equity Indicators** | **Projected Expenses** |
| Coordination | VP Instruction, AVP Instruction, and VP Student Services | Access, ESL/Basic Skills, Course Completion, Certificates and Degrees, Transfer | $359,372 |
| Academic Programs | Office of Equity, Equity Action Council, Instructional Divisions, 3SP Advisory Committee | Access, ESL/Basic Skills, Course Completion, Certificates and Degrees, Transfer | $130,000 |
| Student Services Programs | Office of Equity, 3SP Advisory Committee, Student Service Divisions | Access, ESL/Basic Skills, Course Completion, Certificates and Degrees, Transfer | $130,000 |
| Professional Development | Office of Equity, Office of Organizational and Professional Development | Access, ESL/Basic Skills, Course Completion,Transfer | $50,000 |
| **TOTAL ALLOCATION: $669,372** |  |  | $669,372 |