

# DeAnza College



## Student Equity Plan and Executive Summary 2019-2022

## De Anza College's Equity Framework

For more than a decade – and through its last two Educational Master Plan documents – De Anza College has remained committed to reducing its achievement gap to a difference of no more than 5 percentage points between targeted (African American, Latinx and Filipinx) and nontargeted student groups.

This commitment is part of the college's annual program review process, which requires each program to analyze, evaluate and report on its equity gaps and its efforts to lessen those gaps. The college is also committed to embedding equity principles throughout its decision-making processes, via program review, and to making those principles an essential part of its organizational and sociocultural development, pedagogy and leadership strategies.

De Anza's 2017 Quality Focus Essay, developed as part of the re-accreditation process, reiterated a collegewide commitment, vision and plan for working toward closing the equity gap. This Student Equity Plan for 2019-2022 serves as an additional reinforcement of the work the college undertakes on a daily basis to ensure equitable access and outcomes for all student groups.

Equity has been and will remain the lifeblood of De Anza College. Equity is what drives many staff and faculty members to join the De Anza community and is one of the main reasons students travel great distances to be part of the De Anza community – the community that, together, we create.

The commitment to equity has always stemmed from De Anza's mission, which incorporates language that uniquely defines the college. The mission statement was updated in spring 2014, in the course of developing the Educational Master Plan for 2015-2020. The mission statement clearly articulates student learning goals and outcomes, the importance of civic engagement to democracy, and an emphasis on success for every student in multiple areas of intellectual, personal and social development and competence. As the mission statement says,

*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. The college engages 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*
- *Civic capacity for global, cultural, social and environmental justice*
- *Critical thinking*

While it is clear that the De Anza community has always embraced a commitment to student equity, that commitment was underscored and incorporated into the formal vision statement that the college developed during the 2018-19 academic year.

The vision statement emphasizes the importance of helping students develop an equity-based mindset, which they can take with them to communities they may join or create in the future. De Anza's vision is to

*Empower all students to attain their educational goals, develop an equity-based mindset and become civic leaders in their communities.*

In addition to embracing equity in its mission and vision statements, the college also includes equity as one of its six essential values:

***Integrity***

*We embrace honesty, credibility, clear communication and acting on our stated values. We strive to acknowledge and address issues that may be difficult to broach. The college's ability to fulfill its mission depends on a college community in which everyone feels included, respected and safe.*

***Innovation***

*In all of our many roles, we will continuously and purposefully reflect in order to innovate and improve. We work to ensure our physical space is welcoming, conducive to learning and environmentally sustainable. We are committed to being innovative in our daily work, curriculum and use of technology. We work with our students to be creative, flexible, imaginative and inventive, and to prepare to contribute to a world that will demand skills and competencies not yet in view.*

***Equity***

*We welcome students of all ages and backgrounds and connect with them, in their range of unique circumstances, to help them fulfill their dreams. We strive to design classes and services to the needs of those we serve. We value and embrace the intellectual contributions of a diverse spectrum of people and cultures. We strive for a diverse workforce that honors the contributions of all who work here.*

***Developing the Human Capacity of All Students***

*We will provide support in six key factors of student success. Our students will be:*

- ***Directed***, with a goal and the knowledge of how to achieve it.
- ***Focused***, staying on track to achieve that goal.
- ***Nurtured***, feeling that we want to, and do, help them to succeed.
- ***Engaged***, actively participating in class and extracurricular activities.
- ***Connected***, feeling that they are part of the college community.
- ***Valued***, with their skills, talents and abilities recognized, and with opportunities to contribute on campus and feel that their contributions are appreciated.

***Civic Engagement for Social Justice***

*We provide students with opportunities to enhance their potential for purposeful and productive lives. As a public institution, we contribute to the development of our local, state, national and global communities. We view our students and ourselves as agents of change, responsible for building the world in which all people are able to realize their dreams in ways that are environmentally sustainable and in alignment with the United Nations' Declaration of Human Rights.*

## **De Anza College Values**



## Student Equity Plan Goals and Activities: 2019-2022

**Methodology:** In order to calculate disproportionate impact for various student groups, this report uses the percentage point gap (PPG) method as specified by the California Community Colleges Chancellor's Office. PPG compares the outcome rate of the group to the outcome rate of the overall group to which it is being compared, with the gap being the difference between the two. The margin of error used to determine disproportionate impact was provided by the state chancellor's office and was calculated for each group based on a Z score for a 95% confidence interval. When student characteristics were further disaggregated by gender, achievement outcomes for each gender group were compared with the outcomes of the corresponding gender population. This method is intended to increase the precision of the PPG measurement and to decrease the standard error between disaggregated gender groups and the student population. De Anza used this methodology to compare within gender rather than to the whole population, making the comparison more precise.

**Access-Enrollment:** The baseline for the 2017-18 academic year, or the number of students who applied and then enrolled at De Anza, was 52% for the overall student population. The college has set a goal of 52%, based on historical trends over the past four years. Certain groups have experienced disproportionate impact, so the goals for these groups are

- **African American, female:** increase from 43% to 50%, or an additional 114 students
- **American Indian/Alaskan Native, female:** increase from 42% to 50%, or an additional 16 students
- **Foster Youth, female:** increase from 45% to 50%, or an additional 22 students
- **Veteran, female:** increase from 36% to 50%, or an additional 20 students
- **Unknown/Not Reported, female:** increase from 44% to 50%, or an additional 21 students

**Retention:** The baseline for overall retention from fall to winter was 74% in academic year 2017-18. The college has set a goal of 75%, based on historical trends over the past four years. Certain groups have experienced disproportionate impact, so the goals for these groups are

- **African American, female:** increase from 65% to 72%, or an additional 24 students
- **African American, male:** increase from 65% to 75%, or an additional 33 students
- **Foster Youth, female:** increase from 62% to 72%, or an additional 14 students
- **Foster Youth, male:** increase from 58% to 75%, or an additional 19 students
- **Latinx, female:** increase from 69% to 72%, or an additional 86 students
- **Latinx, male:** increase from 71% to 75%, or an additional 109 students
- **LGBTQQI+, female:** increase from 62% to 72%, or an additional 53 students
- **LGBTQQI+, male:** increase from 68% to 75%, or an additional 19 students
- **Veteran, male:** increase from 66% to 75%, or an additional 29 students

**Transfer to a Four-Year University:** The college had 3,026 students transfer to a four-year university in 2017-18, and has set a goal of 3,289 based on historical trends over the past four years. Certain groups have experienced disproportionate impact, so the goals for these groups are

- **African American, male:** increase from 7% to 9%, or an additional 11 students
- **Disabled, male:** increase from 7% to 9%, or an additional 24 students
- **Latinx, male:** increase from 6% to 9%, or an additional 132 students
- **LGBTQQI+, female:** increase from 7% to 10%, or an additional 19 students
- **LGBTQQI+, male:** increase from 7% to 9%, or an additional 12 students

**Completion of Transfer-Level English and Math:** The college currently has a 17% rate of completion in one year for both transfer-level math and transfer-level English. The goal is to reach 18% in three years. Certain groups have experienced disproportionate impact, so the goals for these groups are

- **African American, female:** increase from 7% to 16%, or an additional five students
- **African American, male:** increase from 10% to 17%, or an additional six students
- **Disabled, female:** increase from 7% to 16%, or an additional four students
- **Foster Youth, male:** increase from 3% to 17%, or an additional four students
- **Latinx, female:** increase from 9% to 16%, or an additional 35 students
- **Latinx, male:** increase from 8% to 17%, or an additional 60 students
- **LGBTQQI+, female:** increase from 7% to 16%, or an additional nine students
- **Pacific Islander, male:** increase from 5% to 17%, or an additional two students

**Attained the Vision Goal Completion Definition (earned associate degree or credit certificate over 18 units):** The college awarded 2,698 degrees and certificates in 2017-18 and would like to increase that to 2,815 in three years. Certain groups have experienced disproportionate impact, so the goals for these groups are

- **LGBTQQI+, female:** increase from 5% to 7%, or an additional 21 students
- **Pacific Islander, female:** increase from 1% to 7%, or an additional four students
- **Unknown/Unreported, male:** increase from 3% to 6%, or an additional five students

## Actions to Achieve College Goals

**Office of Outreach and Relations with Schools:** De Anza is continuing its partnerships with local high schools, which include offering help with placement and educational planning at 42 high schools each spring for the following fall term. The Office of Outreach conducts more than 250 outreach events each year, including workshops, tabling and other presentations. The office also coordinates an annual Open House, where prospective students and their families can learn about student services, support and resources on campus – including computer labs and tutoring centers, as well as foster youth support, Disability Support Programs and Services, Extended Opportunities Programs and Services, Financial Aid and Veteran Services. The Open House is also an opportunity for students to connect with academic Learning Communities such as First Year Experience, the Honors Program, Humanities Mellon Scholars, IMPACT AAPI, LEAD (Latinx Empowerment at De Anza), LinC (Learning in Communities), Math Performance Success, Men of Color, Puente, REACH (Reading, English, Athletics, Counseling and Humanities), Umoja and the Vasconcellos Institute for Democracy in Action. In addition to the Office of Outreach, other college programs that visit area high schools include Automotive Technology, Computer Information Systems and HEFAS (Higher Education for AB 540 Students), which supports undocumented students.

**Office of Communications:** The Office of Communications has undertaken numerous initiatives to support the recruitment, enrollment, retention and success of students, particularly those from historically underrepresented groups. These include

- Collaborating with the Office of Outreach in events such as the New Student and Families Open House, and in developing postcards, flyers, recruitment and informational emails, and event programs for conferences with underrepresented high school students
- Facilitating recruitment by contacting those who have applied to the college but not registered for classes
- Recruiting diverse student models and selecting photographs and videos to represent all student communities, with particular attention to historically underrepresented students
- Developing online and printed publications designed to appeal to a range of students, particularly those from underrepresented backgrounds
- Creating radio, television, streaming video, online, transit and transit shelter advertising campaigns to reach prospective students, particularly those from underserved communities
- Developing creative social media posts, through both organic reach and targeted advertising, to share information with current and prospective students
- Redesigning the college website into an award-winning site that features easy-to-navigate guidance on enrollment steps and provides streamlined access to information about academic programs, majors, the De Anza College Promise, financial aid, placement and other services
- Developing a series of website resources on “Our Counselors,” marked with a signature logo, to provide information on counseling resources collegewide

- Extensively promoting college Learning Communities
- Producing a recruitment video to portray the “Whole College Experience” available to students at De Anza, used in outreach events at local high schools and available on the website and YouTube channel
- Creating an award-winning video tour of the campus and linked “Campus Spotlight” segments in which diverse students describe campus landmarks, also used in outreach events and available online
- Working to develop a series of explanatory videos on enrollment steps, financial aid, placement processes and other important procedures, designed to appeal to prospective and current students steeped in video culture and for whom videos can prove more engaging than text alone
- Working with the Assessment Center to develop new webpages and online tools to help students understand options for taking transfer-level English and Math classes and for receiving support with those classes
- Promoting retention by emailing and texting current students each quarter about upcoming enrollment dates

**Counseling and Advising Center, Transfer Center:** These offices assist new and continuing students with planning and achieving career and educational goals. In addition to individual meetings, counselors teach courses designed to support student retention and success, including Introduction to College, Career Life Planning courses for undecided students and Human Development courses for life skills. The Counseling and Advising Center also offers student success workshops for students who are struggling academically or on academic probation. The center is implementing the Starfish Early Alert system, which lets instructors raise an alert when students are struggling academically, so instructors and counselors can intervene early to provide those students with coordinated support and referrals to other campus programs. The Transfer Center helps students explore options and make plans for a smooth transition to four-year universities. Transfer Center counselors and an academic adviser provide information about transfer requirements and articulation agreements, through individual meetings, workshops and information sessions. The Transfer Center also coordinates an annual Transfer Day and numerous opportunities for students to meet with visiting representatives from California State University and University of California campuses and private and out-of-state universities.

**First-Year Support Cohort Program:** The Office of Outreach works with new first-year students who are not participating in another Learning Community or special program. Every new student is contacted by email and phone during their first quarter on campus. Counselors email each student to introduce themselves, offer support and resources, and encourage them to make an appointment to discuss their educational plan or other needs. Counselors assist each student with creating an educational plan, based on the student’s major and educational goals. A student ambassador supports the counselors with follow-up contacts to engage the students with the Outreach office and its services. The counselors work with the students throughout their first year, offering continued support. These efforts are designed to increase student

retention and success, by giving new students a stronger connection with the campus and college resources.

**Food Pantry and Community Services:** The Office of Outreach operates a food pantry that is open for needy students on a daily basis, along with several satellite pantries around campus to be more accessible to students. The office also assists students with registering for Cal-Fresh food support, and distributes food vouchers that students can use to purchase a sandwich or salad from Dining Services in the Campus Center. A mobile food pantry visits campus twice a month and provides fresh produce, meat, dairy products, dry goods and canned items. A mobile farmers' market, which visits campus weekly, accepts CalFresh, WIC, SSDI and Medi-Cal assistance. In addition to food support, De Anza offers students a SmartPass that allows them to ride public transit free after paying a nominal fee each quarter. The college continues to explore opportunities to assist students with food, housing and transportation insecurity issues.

**Foster Youth Services:** The Guardian Scholars Program at De Anza assists current or former foster youth with full financial aid packages, gas cards, meal vouchers and textbook vouchers, as well as academic advising, counseling, employment services and tutoring, and assistance with child care and transportation.

**Guided Pathways:** The Guided Pathways effort at De Anza, led by the Academic Senate, includes alignment and integration of college initiatives and programs – in both Student Services and Instruction – with the college's goals under the statewide Vision for Success program. A Guided Pathways faculty coordinator will work with administrators and staff coordinators to align goals and facilitate cross-functional work teams with faculty, student, staff and administrative participants. Each work team will focus on achieving specific components of the Vision for Success and Guided Pathways goals. The coordinators will facilitate the teams' efforts and regularly update the college's Institutional Metrics, Vision for Success and Guided Pathways work-plan goals as progress is made.

**Learning Communities:** De Anza has supported and expanded its Learning Communities for disproportionately impacted student populations. These include First Year Experience, the Honors Program, Humanities Mellon Scholars, IMPACT AAPI, LEAD (Latinx Empowerment at De Anza), LinC (Learning in Communities), Math Performance Success, Men of Color Community, Puente, REACH (Reading, English, Academic Support, Counseling and Humanities), Umoja and the Vasconcellos Institute for Democracy in Action.

**LGBTQQI+ Resources:** The college operates a resource room and safe space for LGBTQQI+ students within the Office of Equity, Social Justice and Multicultural Education. The Jean Miller Resource Room has a designated part-time faculty-coordinator and student interns who can provide support to LGBTQQI+ students. The resource center also collaborates with other student services to help LGBTQQI+ students feel supported, and provides "safe space" training to faculty, staff and student employees and interns. The center coordinates the annual "Queer and Now" conference and Lavender Graduation for LGBTQQI+ students and their supporters.

**Open Education Resources (OER):** The campus OER coordinator has worked with faculty members to identify and adopt free or low-cost textbooks and other course materials for their classes. The Affordable Texts and Materials initiative, in partnership with the Bookstore and Library, encourages instructors to designate classes that use these materials, so students can easily find those courses in the class schedule. This initiative has saved De Anza students an estimated \$2.9 million dollars to date. The OER coordinator and OER team, with support from the college administration, will continue to promote the adoption of these free or low-cost materials through workshops, training and consultation with the faculty. The initiative will also leverage state and regional resources to increase the number of courses using these materials.

**Placement and Curricular Pathways:** De Anza has revised its assessment and placement processes to comply with AB 705. Students are placed directly into transfer-level English or math courses, with varying levels of support as needed, based on their high school transcripts or guided self-placement. (Students learning English as a second language are directed to ESL courses.) Students receive a personalized email and a placement soon after they are admitted to the college. In the first year these changes were implemented, analysis showed that disproportionate impact was eliminated in regard to Latinx students' enrollment in transfer-level courses. The college will continue to monitor success and throughput rates, making changes as necessary, and will continue to provide support to help students successfully complete their transfer-level courses. These new policies have the potential to improve completion rates and reduce disproportionate impacts for additional targeted populations.

**Student Success Center:** The Student Success Center (SSC) provides a variety of academic support services to students through five specialized centers

- Academic Skills Center
- General Subjects Tutoring Center
- Listening and Speaking Center
- Math, Science and Technology Resource Center
- Writing and Reading Center

These centers cover a range of disciplines to support students at all levels, while providing additional support for students in targeted groups. Services include individual, group, drop-in and online tutoring, in addition to workshops focusing on specific academic subjects, college and life skills, grammar, reading and writing. These workshops are designed to help students become better learners, gain confidence and acquire skills they can use to achieve academic success. The SSC also works with other programs and cohorts – such as Athletics, De Anza College Promise and Summer Bridge – that serve large numbers of students from groups that experience disproportionate impact. The SSC created an annual All Peer Equity Training program for its student employees, which has grown and is now provided for all student employees in the Equity and Engagement Division, including the Office of Equity, First Year Experience, HEFAS (Higher Education for AB 540 Students), IMPACT AAPI, Learning in Communities, Puente, Umoja and the Vasconcellos Institute for Democracy in Action; as well as student employees in other programs – such as Math Performance Success, Men of Color Community and the Office of Outreach – that serve students from groups experiencing disproportionate impact.

**Veteran Services:** The Veteran Services office provides academic counseling and educational planning support, along with book vouchers, career services, mentoring and personal counseling. The office also conducts resource fairs and workshops for student veterans, while providing a space for them to build a sense of community. The center is staffed by Veteran Services counselors and a veterans' resource specialist.

## Activities to Support Each Goal – Overall Population and Disproportionately Impacted Groups

Metric	Baseline Data (2017-18)	Goals
<b>Access: Successful Enrollment – Overall Population</b>	52%	52%
<b>Access: Successful Enrollment – Disproportionately Impacted Groups</b>	African American, Female: 43% American Indian, Female, 42% Foster Youth, Female: 45% Veteran, Female: 36% Unknown/Not Reported, Female: 44%	African American, Female: 50% or +114 American Indian, Female: 50% or +16 Foster Youth, Female: 50% or +22 Veteran, Female: 50% or +20 Unknown/Not Reported: 50% or +21
<b>Activities to Achieve College Goals</b>		
<p>De Anza maintains strong collaboration with high schools and school districts in Santa Clara County and the surrounding region, through delivery of services on-site in 42 area high schools, an annual High School Partners Conference in the fall and four High School Student Conferences in the winter and spring. High school outreach includes placement and educational planning for prospective students, who are also informed about Learning Communities and support services at the college.</p>		
<p>The Office of Communications collaborates with the Office of Outreach and Relations with Schools on events such as the annual New Student and Families Open House, and in developing postcards, flyers, recruitment and informational emails, and event programs for conferences with underrepresented high school students.</p>		
<p>The application period for spring, summer and fall opens on Feb. 1 of the previous academic year, ensuring that students can begin their matriculation steps early and be prepared to start their educational careers at De Anza.</p>		
<p>An online orientation program was developed and launched in fall 2015 to support online students, provide options for all students to meet priority enrollment requirements, and support their academic success. Online orientation is available in Canvas through single sign-on system.</p>		
<p>The college no longer requires placement tests for placement into transfer-level math and English. Students automatically receive a course placement after they apply to the college, if their U.S. high school transcript information is available.</p>		
<p>The Assessment website was revised and enhanced to provide students with relevant information about the new placement process.</p>		
<p>The Summer Bridge program is designed for new students who may or may not have registered for fall quarter. It provides a four-day intensive orientation, with assistance in applying for financial aid and all other services. It also connects students with role models and helps build a sense of community before classes begin. The program encourages students to enroll in a Learning Community.</p>		
<p>The Equity Office and the Vasconcellos Institute for Democracy in Action sponsor an orientation for new undocumented students and their families. The orientation provides legal, financial aid and support services to assist those students with transitioning to college, while helping to create a welcoming environment for them to succeed.</p>		

<p>Learning Communities such as First Year Experience, IMPACT AAPI, Puente and Umoja hold special orientations each summer to introduce students to De Anza’s campus and to provide counseling and peer mentoring services before the fall term starts.</p>
<p>The Office of Communications recently redesigned the college website into an award-winning site that features easy-to-navigate guidance on enrollment steps and provides streamlined access to information about academic programs, majors, the De Anza College Promise, financial aid, placement and other services.</p>
<p>The Office of Communications sends emails and text messages every quarter to remind students about upcoming enrollment dates, including special messages to remind students who have applied but not yet registered for classes.</p>
<p>The Office of Communications develops creative social media posts, through both organic reach and targeted advertising, to share information with current and prospective students.</p>
<p>The Office of Communications produced a recruitment video to portray the “Whole College Experience,” which is available to students at De Anza, used in outreach events at local high schools and available on the website and YouTube channel.</p>
<p>The Office of Communications created an award-winning video tour of the campus and linked “Campus Spotlight” segments in which diverse students describe campus landmarks, also used in outreach events and available online.</p>
<p>The Office of Communications is developing a series of explanatory videos on enrollment steps, financial aid, placement processes and other important procedures. These are designed to appeal to prospective and current students steeped in video culture and for whom videos can prove more engaging than text alone.</p>
<p>The Office of Communications develops online and printed publications and creates advertising campaigns – for radio, television, streaming video, online, transit and transit shelter formats – that are designed to appeal to a range of students, particularly those from underrepresented or underserved communities.</p>
<p>The Office of Communications recruits diverse student models and selects photographs and videos to represent all student communities, with particular attention to historically underrepresented students, in all printed materials, advertising and online publications.</p>
<p>The Equity Action Council will review and address college policies and practices which may be barriers to student access and success, as part of ongoing review and in relation to the college’s Guided Pathways efforts.</p>

Metric	Baseline Data (2017-18)	Goals
<b>Retention – Fall to Winter: Overall Population</b>	74%	75%
<b>Retention – Fall to Winter: Disproportionately Impacted Groups</b>	African American, Female: 65% African American, Male: 65% Foster Youth, Female: 62% Foster Youth, Male: 58% Latinx, Female: 69% Latinx, Male: 71% LGBTQQI+, Female: 62% LGBTQQI+, Male: 68% Veteran, Male: 66%	African American, Female: 72% or +24 African American, Male: 75% or +33 Foster Youth, Female: 72% or +14 Foster Youth, Male: 75% or +19 Latinx, Female: 72% or +86 Latinx, Male: 75% or +109 LGBTQQI+, Female: 72% or +53 LGBTQQI+, Male: 75% or +19 Veteran, Male: 75% or +29
<b>Activities to Achieve College Goals</b>		
<p>The Men of Color initiative helps guide, connect and engage male African American, Latinx, Filipinx and Pacific Islander students at De Anza. The program has two designated counselors and an academic adviser who have developed strategies to better engage these populations, including creating a community and a mentorship program.</p>		
<p>The Guardian Scholars Program at De Anza assists current or former foster youth with full financial aid packages, gas cards, meal vouchers and textbook vouchers, as well as academic advising, counseling, employment services and tutoring, and assistance with child care and transportation.</p>		
<p>The Counseling and Advising Center is implementing the Starfish Early Alert system, which lets instructors raise an alert when students are struggling academically, so instructors and counselors can intervene early to provide those students with coordinated support and referrals to other campus programs. The system is currently used in the Language Arts Division in coordination with such programs as the Writing and Reading Center, First Year Experience, HEFAS (Higher Education for AB 540 Students), the campus Food Pantry and Extended Opportunities Programs &amp; Services. The center plans to expand the system to support students in other programs.</p>		
<p>In addition to the general Counseling and Advising Center, the college has dedicated counselors in several programs, Learning Communities and divisions. These “embedded” counselors can provide tailored support for students in their areas.</p>		
<p>The Office of Outreach works with new, first-year students who are not participating in another Learning Community or special program. Every new student is contacted by email and phone during their first quarter on campus. Counselors email each student to introduce themselves, offer support and resources, and encourage them to make an appointment to discuss their educational plan or other needs. Counselors assist each student with creating an educational plan, based on the student’s major and educational goals. A student ambassador supports the counselors with follow-up contacts to engage the students with the Outreach office and its services. The counselors work with the students throughout their first year, offering continued support. These efforts are designed to increase student retention and success, by giving new students a stronger connection with the campus and college resources.</p>		
<p>The Office of Communications has extensively promoted college Learning Communities to make students aware of these programs as sources of support.</p>		

<p>Changes made under AB 705 – which allow students to take college-level English and math without placement tests – are expected to increase the number of students completing their English and math requirements and to increase retention overall.</p>
<p>The director of the STEM Success Program coordinates both the Math Performance Success Program (MPS) and the new MPS STEM Jumpstart Program, which are designed to ensure access and quality instruction for African American, Filipinx and Latinx students. The MPS STEM Jumpstart Program, piloted in 2018-19, serves underrepresented STEM students and provides tools and resources to help them succeed in the precalculus series of courses. In addition, the director has begun a Women in Science and Engineering (WISE) group and is organizing an UndocuSTEM event in the spring. The director will further develop campus partnerships with Learning Communities, the Office of Equity, the Office of Outreach and Relations with Schools, various Student Success and Retention Services programs, the Business, Computer Science and Applied Technologies division and the Biological, Health and Environmental Sciences division.</p>
<p>Math Performance Success has embedded counselors and embedded tutors who are able to work closely with students in each section, and help them successfully complete their courses.</p>
<p>The college will continue to train faculty and staff members on the use of the Inquiry Tool to enable disaggregating data by various student groups, as a way to better understand equity gaps. The college also conducts professional development activities through the Office of Professional Development and the Office of Equity to share best practices for closing equity gaps.</p>
<p>The Vasconcellos Institute for Democracy in Action (VIDA) builds a cohort of student leaders through its Leadership and Social Change certificate program, which results in a greater sense of community and engagement on campus.</p>
<p>The Office of Equity maintains a resource room and safe space for LGBTQQI+ students, with a designated faculty coordinator and student interns who can provide support to LGBTQQI+ students. The Jean Miller Resource Room collaborates with Health Services, Psychological Services and the Office of Equity.</p>
<p>The Office of Outreach coordinates a campus food pantry, satellite food pantries, a mobile farmer's market and other resources such as help with enrolling in the CalFresh program. These services assist students for whom food insecurity is an obstacle to remaining in school.</p>
<p>The HEFAS (Higher Education for AB 540 Students) program provides support, workspace and immigration-related services for undocumented students. HEFAS uses peer interns to help foster a sense of inclusion and engagement among undocumented students on campus.</p>
<p>The Office of Equity conducts culturally responsive workshops and shares high-impact practices with faculty and staff members, encouraging them to incorporate these practices into curriculum and services to support student retention.</p>
<p>Several of the Learning Communities – including First Year Experience, IMPACT AAPI, Men of Color, Puente and Umoja– have their own counselors and provide tailored support, such as peer support or an integrated curriculum, to help retain students.</p>
<p>The PE and Athletics Division has a designated counselor and academic adviser, in addition to REACH (Reading, English, Athletics, Counseling and Humanities), a campus Learning Community that provides additional support for athletes.</p>
<p>The Athletics program also sponsors FAST (Football Academic Success Team), a program that offers additional academic support and other resources to help athletes succeed.</p>
<p>Career Technical Education (CTE) programs are examining course sequences to ensure they are logical and can be completed in the shortest time frame possible. They are exploring ways to schedule courses to match student needs and availability during the day, and ways of encouraging CTE students to take a variety of general education courses in line with their educational goals.</p>
<p>The Equity Action Council will review and address college policies and practices which may be barriers to student access and success, as part of ongoing review and in relation to the college's Guided Pathways efforts.</p>

Metric	Baseline Data (2017-18)	Goals
<b>Transfer to a Four-Year University: Overall Population</b>	3,026	3,289
<b>Transfer to a Four-Year University: Disproportionately Impacted Groups</b>	African American, Male: 7% Disabled, Male: 7% Latinx, Male: 6% LGBTQQI+, Female: 7% LGBTQQI+, Male: 7%	African American, Male: 9% or +11 Disabled, Male: 9% or +24 Latinx, Male: 9% or +132 LGBTQQI+, Female: 10% or +19 LGBTQQI+, Male: 9% or +12
<b>Activities to Achieve College Goals</b>		
The college has expanded the number of Associate Degrees for Transfer (ADT) offerings to 14, which has led to more students obtaining an ADT and transferring.		
The Transfer Center helps students research their options and make plans for a smooth transition to a four-year university or other institution. They assist with transfer planning, information about articulation agreements, workshops and information sessions, as well as organizing meetings at De Anza with representatives from CSU, UC, private and out-of-state universities. The center also offers a counseling course to assist students with the transfer process – including admissions applications and essays, scholarship applications and other aspects of transferring.		
The International Student Programs office sponsors a transfer fair that is targeted for international students but open to all students. The office also provides academic, career, personal, and immigration counseling and advising.		
A variety of campus Learning Communities have a goal of helping students on the path to transfer, particularly students in disproportionately impacted groups, as well as undocumented students.		
The Honors program assists students through workshops and support in their coursework. The program is making efforts to include a higher number of students from disproportionately impacted groups.		
The Transfer Center works with University of California programs, such as UC Berkeley TAP, to increase the number of students from underrepresented groups who are accepted for transfer. The Transfer Center is also planning to offer additional support services in collaboration with other campus programs serving students from underrepresented groups, including Extended Opportunities Programs and Services, HEFAS (Higher Education for AB 540 Students), Men of Color, Puente and Umoja.		
Metric	Baseline Data (2017-18)	Goals
<b>Completion of Transfer-Level Math and English: Overall Population</b>	17%	18%
<b>Completion of Transfer-Level Math and English: Disproportionately Impacted Groups</b>	African American, Female: 7% African American, Male: 10% Disabled, Female: 7% Foster Youth, Male: 3% Latinx, Female: 9% Latinx, Male: 8% LGBTQQI+, Female: 7% Pacific Islander, Male: 5%	African American, Female: 16% or +5 African American, Male: 17% or +6 Disabled, Female: 16% or +4 Foster Youth, Male: 17% or +4 Latinx, Female: 16% or +35 Latinx, Male: 17% or +60 LGBTQQI+, Female: 16% or +9 Pacific Islander, Male: 17% or +2

### Activities to Achieve College Goals

The Student Success Centers provide in-person and online tutoring support to help students with classwork and development of academic skills.

New policies under AB 705 allow more students to place directly into college-level English and math, with varying levels of support as needed, based on U.S. high school transcripts or guided self-placement. The change in placement policies has also led to fewer basic skills math and English courses and the integration of the Reading department into the English department.

The English and Math departments have developed new curriculum, including corequisite support courses, to assist students in transfer-level math and English courses.

The English, English as a Second Language and Math departments are working to develop noncredit course sequences to help students who need additional assistance before enrolling in a transfer-level course. The departments will work collaboratively with the Student Success Center on this effort.

Several Learning Communities offer transfer-level courses and have a goal of helping students complete transfer-level courses. These include First Year Experience, Honors, IMPACT AAPI, LEAD (Latinx Empowerment at De Anza), LinC (Learning in Communities), Math Performance Success, Puente, REACH (Reading, English, Academic Support, Counseling and Humanities) and Umoja.

Extended Opportunities Programs and Services (EOPS) provides advising to help ensure students complete transfer-level courses in a predetermined time frame, in line with their educational plan.

The Math Performance Success (MPS) program helps students complete transfer-level math courses in STEM and non-STEM pathways, with assistance from embedded tutors and counselors in each section. The MPS program continues to grow and add additional sections. MPS has recently expanded to include supporting underrepresented STEM through the Precalculus series of courses.

The Language Arts division has added two designated counselors to help students complete transfer-level English.

The Student Success Center (SSC) provides individual, group, drop-in and online tutoring for students in transfer-level and developmental English and math courses, and is exploring ways to provide more embedded tutoring in corequisite courses.

The SSC also sponsors workshops throughout the quarter – focusing on specific academic subjects, college and life skills, grammar, reading and writing – as well as finals review workshops at the end of each quarter. These workshops are designed to help students become better learners, gain confidence and acquire skills they can use to achieve academic success. The SSC provides online access to workshop materials via an SSC resources course in Canvas.

The Office of Communications has worked with the Assessment Center to develop new webpages and online tools that help students understand new options for taking transfer-level English and Math classes and for receiving support with those classes.

Career Technical Education (CTE) programs have been informing their students of the importance of completing transfer-level English and math early in their educational career. These programs are exploring ways to make general education courses more attractive to CTE students and looking at ways of providing additional support services to CTE students.

The Office of Institutional Research and Planning will continue to monitor, evaluate and provide research, data and analysis on completion of transfer-level math and English courses to the departments on a regular basis.

The college will continue to work through the Office of Professional Development and Office of Equity to provide faculty and staff members with professional development opportunities and training to address inequities and share data-driven best practices for ensuring that students are successful in completing courses.

Metric	Baseline Data - 2017-18	Goals
<p><b>Attained the Vision Goal Completion Definition (earned associate degree or credit certificate over 18 units): Overall Population</b></p>	<p>2,698</p>	<p>2,815</p>
<p><b>Attained the Vision Goal Completion Definition (earned associate degree or credit certificate over 18 units): Disproportionately Impacted Groups</b></p>	<p>LGBTQQI+, Female: 5% Pacific Islander, Female: 1% Unknown/Unreported, Male: 3%</p>	<p>LGBTQQI+, Female: 7% or +21 Pacific Islander, Female: 7% or +4 Unknown/Unreported, Male: 6% or + 5</p>
<p><b>Activities to Achieve College Goals</b></p>		
<p>The college has dedicated counselors in several programs that support students from disproportionately impacted groups. These programs include Disability Support Programs and Services, Extended Opportunities Programs and Services, Guardian Scholars (foster youth), IMPACT AAPI (Asian American and Pacific Islander), Men of Color Community, Puente, Umoja and Veteran Services.</p>		
<p>The Office of Communications developed a series of website resources on “Our Counselors,” marked with a signature logo, to provide information on counseling and academic advising resources available both collegewide and in designated programs.</p>		
<p>The Men of Color Community helps guide, connect and engage male African American, Filipinx, Latinx and Pacific Islander students. The program has two designated counselors and an academic adviser, who have developed strategies to better engage these populations, including creating a community and a mentorship program, which leads to higher completion rates.</p>		
<p>The Office of Institutional Research and Planning is developing a reporting tool within the Program Review tool that will identify students who are close to meeting all program requirements for a certificate or degree, while providing the ability to send personalized emails encouraging them to complete their program.</p>		
<p>Under new policies resulting from AB 705, placing students directly into transfer-level courses is expected to lead to a higher rate of students earning a degree and transfer. The Office of Institutional Research and Planning will continue to monitor outcomes.</p>		
<p>The college will share best practices with faculty members through the annual Convocation, professional development days and workshops sponsored by the Office of Professional Development and the Office of Equity.</p>		
<p>Career Technical Education (CTE) programs are exploring ways to notify students when they have earned the credits necessary to receive a degree or certificate. The programs are also examining course sequences to ensure they are logical and can be completed in the shortest time frame possible. Programs are informing students of certificates and degrees that lead to opportunities in sectors where employment demand is high, and are offering new certificates in high-demand sectors.</p>		
<p>The college has expanded the number of Associate Degrees for Transfer (ADT) offerings to 14, which has led to more students obtaining an ADT and transferring.</p>		

## Process and Schedule to Meet 2019 Equity Goals

The Student Equity Plan was shared with all governance groups across campus, including the Academic Senate, Classified Senate, Administrative Planning and Budget Team, Instructional Planning and Budget Team, Student Services Planning and Budget Team, Equity Action Council and College Council, as well as the Foothill-De Anza Community College District Board of Trustees. All groups were made aware of the college's 2022 targets. Each fall, the Office of Institutional Research and Planning will review progress towards achieving the goals and share this information with the College Planning Committee and Equity Action Council. Information will then be shared with each governance group and the constituent groups they represent.

In the course of this annual review, if any student group seems to be falling short of the goal for that group, the College Planning Committee will share that information with College Council. College Council will determine which campus governance group will be assigned responsibility for ensuring that a particular goal is met by 2022.

As part of its strategic planning process, the college has developed institutional metrics that are included in the Educational Master Plan, which is updated each fall. The metrics and goals identified in this Equity Plan will become the college's updated Institutional Metrics, including metrics for the Vision for Success effort. This will serve to institutionalize the metrics and ensure they are updated and assessed on an annual basis, as part of the college's strategic planning. The goals, Student Equity Plan and annual updates will be posted online as well as shared with the Board of Trustees annually.

## Coordination Across Student Equity-Related Categorical Programs

Through the integrated SSSP/Student Equity/BSI plan, which was submitted in 2017-18, the college has already established a model that promotes integrated planning and program coordination at the district and campus levels. For the 2018-19 academic year, the Student Equity Plan has been assigned to the College Planning Committee, a shared governance group that has overseen the writing of the plan and the alignment of goals to Institutional Metrics, as well as monitoring progress towards those goals. With this process, the college aims to have substantive and well-represented involvement in planning, implementation and monitoring of the identified goals.

Because the majority of categorical programs related to student equity are within the Equity and Engagement Division, the dean who oversees these programs is a critical stakeholder in all integration efforts. The dean monitors matriculation, instruction and student support for the majority of programs and services serving disproportionately impacted students – including Learning Communities, Student Success and Retention Services, and the Student Success Center tutoring centers. The Vasconcellos Institute for Democracy in Action and the Office of Equity, Social Justice and Multicultural Education are also within this division. Both are highly involved in meeting the goals of the equity plan and ensuring they are integrated throughout all other initiatives.

In addition, other equity partners – including representatives from First Year Experience, IMPACT AAPI, Men of Color Community, Puente, the Student Success Center and Umoja – meet quarterly to review progress and ensure that programs are coordinating services, making referrals to other student programs and not competing for funding or duplicating efforts,

The college is determined to close the equity gaps discussed in this report. Doing this requires awareness, interest and involvement by faculty, staff and students across campus. It also requires continued professional development efforts and expanding the best practices that are already yielding positive results. The college will continue to monitor progress towards achieving its goals and will report on the progress annually to a broad range of shared governance groups.

## Resources Budgeted to Achieve College Goals

The college has already established an institutional process for supporting equity work as part of the annual resource allocation and integrated planning process. While the programs mentioned in this report are supported in part by state Student Equity funds, funding is also integrated with these programs:

- Student Success and Support Programs Initiative
- Basic Skills Initiative
- Office of Instruction
- Office of Student Services
- President's Office
- De Anza Associated Student Body

The majority of the equity funding for 2018-19 and beyond will be expended for the activities, programs and personnel identified in this Student Equity Plan. A significant portion of the Student Equity funds allocated to the college are dedicated to personnel, while remaining funds are distributed through a proposal process as part of the college's integrated planning and resource allocation process. Through this process, departments submit resource requests for equity funding to support disproportionately impacted students. The Instructional and Student Services planning and budget teams review the requests and determine which requests to approve, based on program reviews and equity goals.

## Achievement of Goals: 2015-16, 2016-17 and 2017-18

In the 2015-16 academic year, the college identified African American, Latinx and, in some cases, disabled and low-income students as the primary groups on which to focus efforts to improve course completion – including English, English as a Second Language and Math basic skills completion – and transfer rates. To assess progress on college goals, the Student Success Scorecard cohort for 2010-11 to 2015-16 was compared to the cohort for 2012-13 to 2017-18. Here are the findings for individual goals.

### Course Completion by 2020

- African American students: increase by 43 students; goal not yet met
- Latinx students: increase by 157 students; goal not yet met
- Low-income students: increase by 91 students; goal surpassed

### Basic Skills English Completion by 2020

- African American students: increase by seven students; goal nearly met with increase of six
- Disabled students: increase by eight students; goal not yet met
- Latinx students: increase by 13 students; goal surpassed with increase of 123
- Low-income students: increase by 91 students; goal surpassed with increase of 207

### **Basic Skills Math Completion by 2020**

- African American students: increase by seven students; goal surpassed with increase of 34
- Latinx students: increase by 18 students; goal surpassed with increase of 295

### **ESL Completion by 2020**

- African American students: increase by five students; goal not yet met
- Latinx students: increase by seven students; goal surpassed with increase of 19

### **Degree Completion by 2020**

- Disabled students: increase by three students; goal surpassed with increase of 11

### **Certificate Completion by 2020**

- No groups were found to be disproportionately impacted in 2015-16

### **Transfer by 2020**

- African American students: increase by seven students; goal surpassed with increase of 12
- Disabled students: increase by 11 students; goal surpassed with increase of 32
- Latinx students: increase by 38 students; goal surpassed with increase of 137
- Low-income students: increase by 35 students; goal surpassed with increase of 206

The college will continue to review institutional data on an annual basis and evaluate the efficacy of activities and programs that receive equity funding. Each equity plan goal has been integrated into De Anza's Institutional Metrics, which are annually reviewed, updated and shared with governance groups to monitor progress.

## Expenditure of Student Equity Funding: 2015-16, 2016-17 and 2017-18

The college established an institutional process for supporting equity work as part of the annual resource allocation and integrated planning process. While the programs mentioned in this report are supported in part by state Student Equity funds, funding also was integrated with these programs:

- Student Success and Support Programs Initiative
- Basic Skills Initiative
- Office of Instruction
- Office of Student Services
- President’s Office
- De Anza Associated Student Body

The majority of funding for 2015-16, 2016-17 and 2017-18 was expended via the activities, programs and personnel identified in the Student Equity Plan in 2015. As stated above, a significant portion of the Student Equity funds allocated to De Anza College are dedicated to personnel, while remaining funds are distributed through a proposal process as part of the college’s integrated planning and resource allocation process. Through this process, departments submit resource requests for equity funding to support disproportionately impacted students. The Instructional and Student Services planning and budget teams review the requests and determine which requests to approve, based on program reviews and equity goals.

The tables below demonstrate how equity funds were expended in each prior year.

<b>2015-16</b>
Foothill-DeAnza CCD
De Anza College
<b>STUDENT EQUITY</b>

Object Code	Classification	Activity ID	Outreach	Student Services & Categoricals	Research and Evaluation	Student Equity Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries										
		Subtotal	\$ 31,098	\$ 128,873	\$ -	\$ 47,696	\$ -	\$ 17,567	\$ 189,800	\$ 50,176	\$ 465,210
2000	Classified and Other Nonacademic Salaries										
		Subtotal	\$ 13,858	\$ 64,053	\$ 84,661	\$ 69,395	\$ -	\$ 15,575	\$ 114,861	\$ 24,224	\$ 386,627
3000	Employee Benefits										
		Subtotal	\$ 9,134	\$ 70,226	\$ 30,611	\$ 40,942	\$ -	\$ 11,202	\$ 64,173	\$ 44,771	\$ 271,059
4000	Supplies & Materials										
		Subtotal	\$ 29,579	\$ -	\$ -	\$ 488	\$ -	\$ 315	\$ 5,022	\$ 25,290	\$ 60,694
5000	Other Operating Expenses and Services										
		Subtotal	\$ 17,033	\$ 11,207	\$ 1,168	\$ -	\$ 5,380	\$ 41,893	\$ 42,132	\$ -	\$ 118,813
6000	Capital Outlay										
		Subtotal	\$ -	\$ 2,386	\$ 4,767	\$ -	\$ -	\$ -	\$ -	\$ 2,384	\$ 9,537
7000	Other Outgo										
		Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,478	\$ 11,478
		<b>Total</b>	\$ 100,702	\$ 276,745	\$ 121,207	\$ 158,521	\$ 5,380	\$ 86,552	\$ 415,988	\$ 158,323	
<b>Total Expenditures cannot exceed the 2015-16 Student Equity Allocation</b>											\$ 1,323,418

STUDENT EQUITY PLAN AND EXECUTIVE SUMMARY 2019-2022

2016-17
Foothill-DeAnza CCD
De Anza College
<b>STUDENT EQUITY</b>

Object Code	Classification	Activity ID	Outreach	Student Services & Category	Research and Evaluation	Student Equity Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
1000	Academic Salaries										
		<b>Subtotal</b>	\$ 17,526	\$ 108,753	\$ -	\$ 106,515	\$ -	\$ 645	\$ 104,206	\$ 85,097	\$ 422,742
2000	Classified and Other Nonacademic Salaries										
		<b>Subtotal</b>	\$ 14,785	\$ 88,388	\$ 17,580	\$ 95,516	\$ -	\$ 19,705	\$ 136,158	\$ 40,573	\$ 412,705
3000	Employee Benefits										
		<b>Subtotal</b>	\$ 10,075	\$ 70,253	\$ 4,148	\$ 74,164	\$ -	\$ 11,238	\$ 56,568	\$ 49,338	\$ 275,784
4000	Supplies & Materials										
		<b>Subtotal</b>	\$ 11,054	\$ 4,378	\$ -	\$ 1,413	\$ -	\$ 2,197	\$ 7,043	\$ 17,313	\$ 43,398
5000	Other Operating Expenses and Services										
		<b>Subtotal</b>	\$ 10,660	\$ -	\$ 1,000	\$ -	\$ 10,660	\$ 58,839	\$ 28,847	\$ 5,321	\$ 115,327
6000	Capital Outlay										
		<b>Subtotal</b>	\$ -	\$ -	\$ 661	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 661
7000	Other Outgo										
		<b>Subtotal</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Grand Total</b>			\$ 64,100	\$ 271,772	\$ 23,389	\$ 277,608	\$ 10,660	\$ 92,624	\$ 332,822	\$ 197,642	
<b>Total Expenditures cannot exceed the 2016-17 Student Equity Allocation</b>											\$ 1,270,617

Integrated Budget Template: BSI, Student Equity, and SSSP for fiscal reporting period July 1, 2017 - June 30, 2018

Foothill-De Anza Community College District
De Anza College

Planned Expenditures

Report planned expenditures by program allocation and object code as defined by the California Community Colleges (CCC) Budget and Accounting Manual. Although they appear in the CCC Budget and Accounting Manual, not all expenditures listed are appropriate. Refer to program funding guidelines for more information.

Object Code	Category	Basic Skills Initiative	Student Equity	Credit SSSP	Credit SSSP - Match	Noncredit SSSP	Noncredit SSSP - Match	
1000	Academic Salaries	\$ 8,236	\$ 460,277	\$ 1,361,724	\$ 2,723,448			
2000	Classified and Other Nonacademic Salaries	\$ 392,930	\$ 393,511	\$ 1,011,278	\$ 2,022,556			
3000	Employee Benefits	\$ 62,711	\$ 283,565	\$ 794,219	\$ 1,588,438			
4000	Supplies & Materials	\$ 10,851	\$ 24,103	\$ 30,393	\$ 60,786			
5000	Other Operating Expenses and Services	\$ 55,564	\$ 83,749	\$ 386,750	\$ 773,500			
6000	Capital Outlay	\$ -	\$ -	\$ 6,219	\$ 12,438			
7000	Other Outgo	\$ -	\$ -	\$ -	\$ -			
	<b>Program Totals</b>	\$ 530,292	\$ 1,245,205	\$ 3,590,583	\$ 7,181,166	\$ -	\$ -	
					<b>Match</b>		<b>Match</b>	
<b>BSI, SE, &amp; SSSP Budget Total</b>								\$ 5,366,080

\*Note: the text "Match" or "Mismatch" should appear at the bottom of each match column to assist in ensuring your allocation to match ratio is at least 1 to 1.

**For questions, please contact:**

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**Alternate contact:**

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**Approval and Signature Page**

**To:**

California Community College Chancellor's Office  
1102 Q Street  
Sacramento, CA 95811

**From:**

Christina Espinosa-Pieb, Interim President  
De Anza College  
21250 Stevens Creek Blvd., Cupertino, CA 95014

I certify that there was broad participation by the campus community and believe this report accurately reflects the nature and substance of this institution. I also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor's Office.

This report was approved by the Board of Trustees for the Foothill-De Anza Community College District on May 6, 2019.

Signatures:



Christina Espinosa-Pieb, Interim President

April 30, 2019



Pam Grey, Acting Vice President, Administrative Services

April 30, 2019



Rob Mieso, Vice President, Student Services

April 30, 2019



Karen Chow, President, Academic Senate

April 30, 2019