

EQUITY RUBRIC

De Anza College 2024-2025

What

Equitable Assessment tool to apply to events and decision-making at De Anza. This is not mandatory; it is recommended.

Who

Admin, faculty, and staff who wish to engage in equity-centered approaches to student inclusion and decision-making when planning events, inviting speakers, allocating funding, etc.

Why

- Trauma-Informed
- Harm Reduction
- Accountability to end structural inequities
- Safe student spaces

How

Engage with a rubric on:

- On Campus-Events
- Events Impacting Students
- Inviting Organizations, individuals, companies, and institutions.

Vision and Goals

- This is for students most impacted and designated as a priority group per the Student Equity Plan-Reimagined and the Educational Master Plan.
- This working document is expected to evolve per the current landscape of the institution, which means it evolves in real time based on our community's needs.
- We will apply knowledge as practice and paradigm.
- Assess our biases and reflect on our self-awareness to make inclusive decisions, equity, and just.
- Acknowledge how institutional harm perpetuates oppressive mechanisms inside and outside the classroom.
- Eliminate inequities and, at the very least, apply harm reduction responses.

Scope of this Tool

- A tool that defines where we are in regards to equity, respecting our students
- A tool that provides a checklist on how to be inclusive and create a safe space for our students for event production, programming, and other activities
- A tool for protecting students from institutional harm
- A tool for funding decision-making

- Use this tool for planning events and deciding in meetings the best practices for our students, specifically our BIPOC students.

The Equity Rubric

Event Details:

Name of Event:

Date of Event:

Group(s) or Individuals Sponsoring Event:

Markers for Equity - Rubric for this planning committee (See below for further information below on each point)

Equity Scale: Does this event/activity center equity and student safety at its core?

1- Not at all, 2- Somewhat for minimal groups, 3- Unsure or N/A, 4- Mostly for most underrepresented groups (above 70%), 5- Completely for all students (100%)

Equity Rubric	Equity Scale 1-5	Rationale	Final Score TBD
1 Student Populations in Prioritized Groups (<i>i.e. disproportionate Impacted</i>) - see number 1 below			
2 Employers/Community Resources have adopted at least one equity framework (<i>i.e. DEI/IDEA/JEDI/ IDEAB/DEIB</i>) in their company focused on narrowing equity gaps. [State Equity Plan] - see number 2 below			
3 Persistence: This activity/event will contribute to the persistence of our students from Winter to Spring quarter [State Equity Plan] - see number 3 below			
4 Professional Development: Develop rich and ongoing professional development opportunities that focus on deepening equity-mindedness for all employees [Equity Plan Re-Imagined] <i>including our students who are district employees</i> - see number 4 below			
5 Integrated Instruction and Services: Develop best practices based on research at the collegewide and programmatic, departmental and work area levels [Equity Plan Re-Imagined] - see number 5 below			
6 Accountability and Assessment: Establish accountability and assessment measures to continue improving campus equity work [Equity Plan Re-Imagined] - see number 6 below			
7 Elimination of systemic Racism [Board Priorities] “Note 3: Adopting Policies, Procedures, and Budgets that will Help Achieve Student Success and Equity Goals and Eliminate Systemic Racism” - see number 7 below			
8 Job Protections [Educational Master Plan] - see number 8 below			

9 Increase Employment Outcomes [Educational Master Plan] -see number 9 below			
10 Note 4: Other Important Concerns - see number 10 below			

Questions to Consider After Completing the Above Rubric

- Does the rubric show that the activity/event centers on equity and student safety?
- How does this activity/event align with the district and college equity goals?

Markers for Equity -Details

1. Student Populations Experiencing Disproportionate Impact (Prioritized Groups)

- Per the State Student Equity Plan: We would like to positively impact our disproportionate impacted students: Black, Filipinx, Foster youth, Latinx, LGBTQ+, Native American, Pacific Islander but not limited to first generation, low income, students with disabilities, military veterans, athletes, and neurodivergent. (compliance doc in nova)
- We also want to intentionally include employers with specific opportunities for specific student populations, such as International and Undocumented students and students with disabilities.
- Per the Board Priorities: [Note 2] Increase the number of Alumni who have attained the regional living wage
- Refer to Program Review for data and rationale.

2. Employers/Community Resources have adopted a DEI/IDEA/JEDI/IDEAB/DEIB platform in their company focused on narrowing equity gaps. [State Equity Plan]

- Professional development for faculty members and classified professionals, focusing on culturally responsive pedagogy and how to support students of color and foster youth best. Pg 7 Actions
- [Employers and] community resources for disproportionately impacted students. Pg 10 Actions

3. Persistence: This activity/event will contribute to the persistence of our students from Winter to Spring quarter [State Equity Plan]

- Hosting culture-specific welcoming events to bring community resources to campus
- Raise awareness of community resources available
- Normalize correct pronoun usage Pg.7

- d. Commit to providing bilingual and bicultural services for prioritized groups like Latinx students and all students in general.
 - e. Ensure that all events are ADA-accessible and inclusive of all student needs.
 - f. Internship opportunities and programs designed to support prioritized groups (*i.e., Pacific Islander and Black, Latinx students*) and increase persistence rates;
 - g. Recruit and retain Pacific Islander, Black, and Latinx employer representatives who additionally reflect the racial identities of the student population.
4. Professional Development: Develop rich and ongoing professional development opportunities that focus on deepening equity-mindedness for all employees [Equity Plan Re-Imagined], including our students who are district employees
- a. FHDA will host a table hiring for part-time pool opportunities
 - b. Financial Aid will host a table for work-study opportunities and scholarship opportunities
 - c. DASG will continue to fund departments employing student interns (especially hires in the prioritized groups).
 - d. On-campus employers (*i.e., HEFAS, Pride Center, ICC, MESA, Food Pantry*) will host a table to promote its fellowship opportunities.
 - e. Community employers that are committed to civic engagement (DAC core values)
5. Integrated Instruction and [Student] Services: Develop best practices based on research at the collegewide and programmatic, departmental, and work area levels [Equity Plan Re-Imagined] Pg 5
- a. Debrief notes
 - b. Handshake app data: <https://joinhandshake.com/>
 - c. Event surveys
 - d. Event evaluations
 - e. College central network app: <https://www.collegecentral.com/>
 - f. Feedback from student participants in general/ outside of planning group

6. Accountability and Assessment: Establish accountability and assessment measures to continue improving campus equity work [Equity Plan Re-Imagined]

- a. Include debrief notes from the previous year and learn from those experiences to move forward with next year's event planning and procedures.
- b. Evaluate student and employer/table representative survey/evaluation results
- c. Create goals and expectations for this event considerate of the following groups:
 - Planning committee goals
 - Student goals / those from Disproportionate Impacted students inclusive of intersectionality such as undocumented, international, neurodivergent, LGBTQ+
 - Student learning outcome goals
 - Grant goals
 - Division/department goals
 - Affinity group goals
 - Other shared governance bodies like EAC
 - Educational master plan, student equity plan, equity plan reimaged, board priorities.
- d. Feedback from student participants in general/ outside of planning group
- e. Maxient can be used as a resource
- f. Student testimony can be used as a resource
- g. Center the evaluation results and focus groups to inform event goals

7. Elimination of systemic racism [Board Priorities] “Note 3: Adopting Policies, Procedures, and Budgets that will Help Achieve Student Success and Equity Goals and Eliminate Systemic Racism.”

- a. Examining the colleges' program mix, especially concerning workforce development offerings that prepare students for challenging careers in fields aligned to employer needs and evolving employment trends, includes careers that can provide access to undocumented and international students migrant and refugee identifying.
- b. Increasing job resources is one creative way to attend to students' nonacademic needs, including coming up with a coordinated approach to homelessness and affordable housing for students and employees, responding to food insecurity, and providing better support for students' mental health.

- c. Providing community resources, specifically working with basic needs resources to table/promote their services at the career fair.
- d. Request that participating law enforcement, in addition to campus police participating in an on-campus event, come to campus with no weapons and plain clothes to minimize trauma responses from students.
- e. Reviewing professional development to strengthen culturally responsive teaching and advising and address unconscious bias for planning committees on campus.
- f. Reexamining approaches to diversifying the faculty, staff, and administration.
- g. A third of households require public assistance, with Latinx residents struggling the greatest. [Educational Master Plan] With a Latinx student population of more than 4500, at least 20% identify as undocumented (For example, UndocuWelcome 2023 reached about 800 students)
- h. Prioritizing student wellbeing and safety, especially from oppressive institutions and historically racist institutions like Border Patrol over grant and program priorities.
- i. Use tools (i.e. equity walk) to measure bias, isms in our work moving forward (depts, programs, events, decision making)
- j. Logistical Considerations:
 - a. Campus Police
 - i. Prevention of Hazard
 - ii. Amplified Audio
 - iii. Safety needs and protocols
 - b. Facilities
 - i. Ensure that all events are ADA-accessible and inclusive of all student needs.
 - ii. resources such as Tables, Chairs, Tents
 - iii. floor map
 - c. Audio/Visual Equipment
 - i. speaker
 - ii. speaker stands
 - iii. mics - wireless/cord
 - iv. controller
 - d. Trades
 - i. electrical needs
 - ii. physical layout
 - e. Animals On Campus (BP 344)

- i. The Foothill-De Anza Community College District prohibits animals from District-operated buildings except for animals required for instructional programs and service animals necessary for disability access as defined in board policy and administrative procedure 3440 Service Animals. Therapy animals are prohibited from District-operated buildings unless approved in accordance with board policy and administrative procedure 4670 Requesting and Receiving Accommodation(s) under the Americans with Disabilities Act.

8. Job Projections [Educational Master Plan]

a. For specific populations

- a. Undocumented students
- b. International students
- c. First-generation students who then become first-generation professionals
- d. Prioritized groups

- b. Associate's degree Requirements Regional growth in job openings requiring an associate degree, certificate, or some college is projected to be most significant in the **health sciences. Here are the top 20 occupations**

- c. **Bachelor's degree requirements:** Regional growth in job openings requiring a bachelor's degree is projected to vary, with most job openings in the **design, software, research, sciences, and medical fields.**

9. Increase Employment Outcomes [Educational Master Plan]

- a. Employment outcomes improved for all student population groups across various available metrics. This shows the benefits of completing at least some college.
- b. Outcomes are varied by student groups, with Black, disabled, Filipinx, foster youth, Latinx, LGBTQ+, and Pacific Islander students at the lower end of positive outcomes and seeing lower median annual earnings.

10. Note 4: Other Important Concerns [Board Priorities]

- a. It will need to continue its efforts to strengthen community, education, and industry partnerships and remain active as a regional and national leader in higher education.

At a Glance of Equity Pillars

Definitions:

DEIB: Diversity, equity, inclusion and belonging

DEI: Diversity, Equity, and Inclusion

IDEA: Inclusion, Diversity, Equity and Accessibility

IDEAB: Inclusion, Diversity, Equity, Accessibility and Belonging

JEDI: Justice, Equity, Diversity and Inclusion

Student Safety: Implies an intentionality to engage in harm reduction actively.

This allows Access to an education that is safe, addresses their individual needs and affords them equal opportunities that emphasize trust, collaboration, dignity, agency, and voice within the institution.

Equity: Equity in this document is defined as - "Equity refers to a heightened focus on groups experiencing disproportionate impact to remediate disparities in their experiences and outcomes." -Harris & Wood (2020)

Equity Framework at De Anza:

1. Student Equity Plan Reimagined:

[DAC Equity Plan Re-imagined-2022-2027.indd \(deanza.edu\)](#)

Racial Equity:

- Recognize the realities of race and ethnicity for students of color
- Develop an intersectional understanding of how institutional racism shapes educational access, opportunity, and success for Black, Filipinx, Latinx, Native American, Pacific Islander, and other disproportionately affected students

Student Success Factors

1. Directed
2. Focused
3. Nurtured
4. Engaged
5. Connected
6. Valued

2. State Student Equity Plan:

[Student-Equity-Plan-2022-2025-FINAL.pdf \(deanza.edu\)](#)

[CCC Fair Chance Hiring Best Practice](#)

Successful enrollment

Persistence

Transfer-level English and Math completion

Degree and certificate completion

Transfer rates

3. California Community College Input on Equity:

[Diversity, Equity, Inclusion, and Accessibility \(DEIA\) | California Community Colleges Chancellor's Office](#)

- “As the largest and most diverse system of higher education in the country, the California Community Colleges are continually working to break down barriers to racial justice and equity for the millions of students in our colleges.”
- We measure progress on our DEIA journey in three core outcomes: cultural diversity, promoting equity through equity-minded policies and practices, and fostering inclusion through employee recruitment, hiring, and retention. To advance these goals, we are continually building a better, more inclusive, equity-centered teaching and learning ecosystem that supports the needs of students from all backgrounds through actions both big and small.

4. Equity Plan Reimagined:

- Vision and Defining Equity: Develop and adopt an equity vision and framework for De Anza’s equity work: Racial Equity + Six Success Factors = Equity Framework
- Shared Governance: Engage administration and shared governance leaders to advance and uphold the equity vision in all college endeavors by integrating it into the shared governance process and promoting transparency around equity
- Culture of Equity: Create a culture of equity-based evidence and practices with all employees
- Integrated Instruction and Services: Develop best practices based on research at the collegewide and programmatic, departmental and work area levels

- Professional Development: Develop rich and ongoing professional development opportunities that focus on deepening equity-mindedness for all employees
- Financial Commitments: Show financial commitment and investment in all equity work
- Accountability and Assessment: Establish accountability and assessment measures to continue improving campus equity work.

Committee Proposal:

Create an evaluation committee made up of campus equity practitioners that 1) assesses the self-reported scales on the rubric, 2) creates a process for evaluation, feedback and dialogue and 3) includes administrators when decisions need further assessment, or the committee is at a split decision. This would include a process for feedback about the event to promote accountability and assessment.

Equitable Practices

- Accountability
- Regenerative/restorative/reparative journey towards becoming whole and continue the work
- Judicial affairs
- Office of Equity
- Potential tools: Conflict resolution, nonviolent communication, cultural humility

Equity Anchors being considered

- FHDA Board Priorities
 - Specific Language to Consider: Board Priorities #4. Through the Chancellor and President's work with District constituents at all levels to identify systemic inequities and elements of institutional racism in District policies and practices and adopt strategies aimed at dismantling those oppressive structures, reducing or eliminating equity gaps, and enhancing student social/emotional well-being and success, including attending to students' nonacademic needs, such as affordable housing and setting clear expectations for law enforcement. Future consideration for Board and District collaboration, for operationalizing Board priority#4 at the ground level at Foothill, De Anza and Sunnyvale campuses starting with existing equity plans at Foothill and De Anza to ensure cross collaboration and cross learning.
 - Examples: Diwali - This event specifically addresses the student's nonacademic needs while enhancing student social/emotional well being

by providing culturally relevant activities that help keep students and staff connected to their communities and the campus.

- NB: Current Conversations/things to consider: Through this rubric and existing equity anchors, we can refuse/decline/not consider the use of Tasers on campus considering the disproportionate negative impact on black students, who are a disproportionate group identified in our educational master plan and student equity plan and student equity plan reimagined.

- Equity Plan Reimagined

- Specific Language to Consider: From Equity Reimagined: "Accountability and Assessment: Establish accountability and assessment measures to continue improving campus equity work." "Assess student needs from disproportionately impacted communities through a student survey."
- Example: 1) Data provided by the IR office in regards to equity gaps and student success is demonstrated through presentations at shared governance bodies. 2) Continue the [Strategic Planning](#) process and ensure ongoing campus wide review of data and feedback consultation for best practices inside the classroom and beyond.
 - NB: Current Conversations/things to consider: Create a campus climate survey in a collaborative manner with the expertise of the IR office but also colleagues who are skilled in data analysis. Create a collective definition of Equity for our campus

- Educational Master Plan

- Specific Language to Consider (taken directly from the Educational Master Plan) : The college has a singular goal of closing long-standing equity gaps. This overarching commitment reaffirms the top priority of improving students' experience and ensuring they meet their educational goals.
- For De Anza, equity goes beyond student success and encompasses the whole student experience from entry to the workforce. The college is deeply committed to student equity, which is now explicitly focused on removing barriers for Black, Latinx, Native American, Filipinx, and Pacific Islander students through targeted strategies.
- De Anza recognizes that students also face barriers beyond traditional racial or ethnic identities, and for this reason, will also focus on strategies most appropriate to closing gaps for students who identify as LGBTQ+ or foster youth. As these efforts succeed, the changes will benefit all student groups across the campus.
- Example: Career Fair- who are we inviting and are we centering the needs of our disproportionately impacted students? Have we surveyed student

interest? Are those invited causing harm to our students? Are we vetting the employers to see that they have equity plans, representation on their boards, do they have equitable hiring practices, and are there opportunities for undocumented students? [reference: point 2 in page 6]

- **Student Equity and Achievement Plan**
 - Specific Language to Consider: "Recognize the realities of race and ethnicity for students of color. Develop an intersectional understanding of how institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students."
 - Example: An event: Partners in Learning Equity Series 2024-2025, Black Student Success Week Data and Learn 2024. This event looks into applying data that speaks to their racialized student experience with the goal of creating actionable steps to improve success.

Document References:

- At De Anza: [Planning for Equity \(deanza.edu\)](https://deanza.edu/Planning-for-Equity)
 - State [equity plan- nova-](#)
- At Foothill: [Office of Equity and Inclusion | Foothill College](#)
- FHDA Equity Board Priorities: [Featured - 12345 El Monte Road | Los Altos Hills, CA 94022 | BoardDocs® Plus](#) specifically [Board Priorities 2022-2023 \(boarddocs.com\)](#)
- De Anza Educational Master Plan – EMP - [Educational Master Plan \(deanza.edu\)](#)
- Guided Pathways: [Guided Pathways at De Anza](#)
- [Equity Action Council](#)
- Administrative Procedures
- Board Procedures

Created by Adriana Garcia, Shaila Ramos-Garcia, and Felisa Vilaubi and championed by Christian Espinosa-Pieb