

De Anza College
Student Equity Plan

December 18, 2015

DE ANZA COLLEGE STUDENT EQUITY PLAN

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Signature Page


De Anza College

Student Equity Plan Signature Page

District: Foothill-De Anza

Board of Trustees Approval Date: 12/7/15

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

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[College President Name: Brian Murphy]

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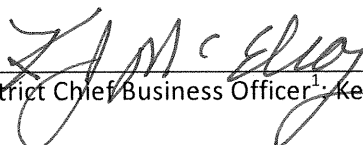
I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCC.



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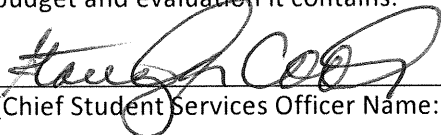


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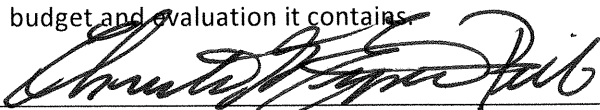


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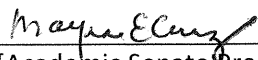
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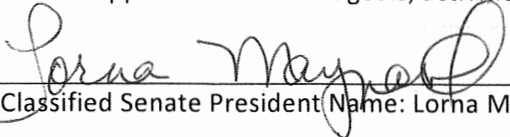
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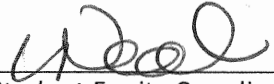
¹ If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer needs to sign.

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I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.


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Executive Summary

EXECUTIVE SUMMARY

De Anza College's Equity Framework

In De Anza's Educational Master Planning documents over the past decade, it was formally established that our college would aim to improve student success rates so they will be comparably high for all racial, ethnic, gender and disability groups, with no more than a 5% variance in major indicators between each group. Divisions and departments would guide these efforts through plans to achieve student equity. In response to this goal, the *Pathways to Student Equity (2005)* document was developed and approved by the shared governance groups as the master plan for our college's student equity initiative. This call to action continued to shape college planning and equity goals and was reflected in the *Where We Have Been, Where We Are Going (2010-2015)* master plan. Today, in *An Equity Framework (2015-2020)*, we continue this deep commitment to equity by focusing on student success for all and building a holistic campus culture that reflects the values of equity for employees as well. To this end, we have developed an equity-planning conceptual framework for our campus to guide our planning processes. It is our commitment to ensure that equity principles are embedded throughout our decision-making processes, organizational-sociocultural development, pedagogy, and leadership strategies. We also used this conceptual framework and accompanying theory of action to guide the organization of our Student Equity Plan.

Equity-Planning Conceptual Framework

A conceptual framework provides a narrative and visual representation of how theories, values and beliefs link together to create a coherent approach to a problem or goal. Our goal is educational-student and institutionalized equity, and we have adopted the following definitions from Linton's research on student equity²:

- **Educational-Student Equity:** Educators provide *all* students with the individual support they need to reach and exceed a common standard (Linton, 2011; p.39).
- **Institutionalized Equity:** Educational policies, processes and practices that guarantee educators provide *all* students with the individual support they need to reach and exceed a common standard or expectation (Linton, 2011; p. 87).

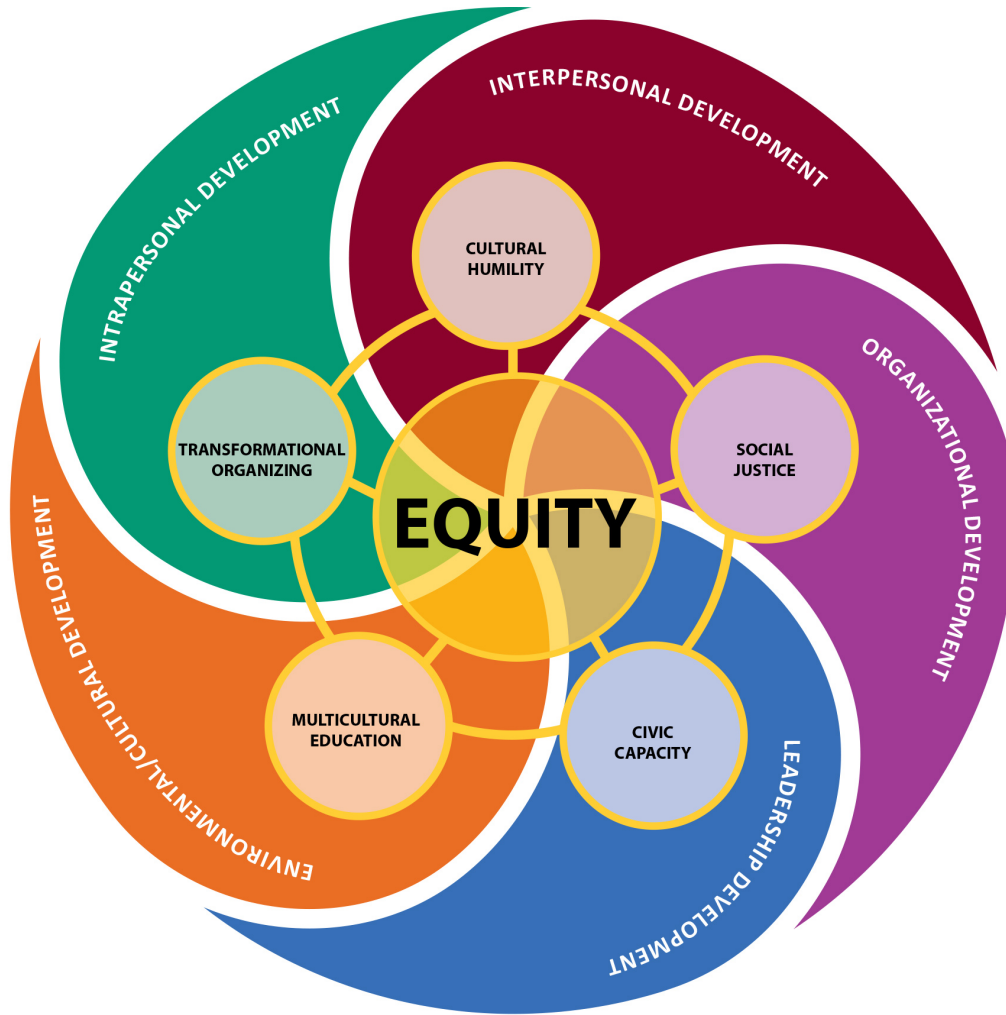
In working to achieve educational-student and institutionalized equity, we understand that we must fully unpack and embrace the breadth and depth of what engenders personal, student and institutional equity. We maintain that equitizing an institution is contingent on the local-social-cultural-political environment and thus, each conceptual-framework designed for realizing equity should reflect those realities. Accordingly, we linked five knowledge areas³ and praxis to help shape and uphold our path toward equity. These components illustrate the knowledge, skills and abilities required for the praxis of equity. Equity is a process that leads to equality in outcomes, and it is rooted in fairness, full inclusion or justice.⁴

² Linton, C.W. (2011), *The Equity Framework*, 49, 52.

³ Refer to appendix for terms and definitions.

⁴ Hidden Curriculum. (2014, August 26). In S. Abbott (Ed.). *The Glossary of Education Reform*. Retrieved from <http://edglossary.org/hidden-curriculum>

Figure 1.0: Equity Process



To ensure that our college culture reflects equity-based practices, our college re-established an Equity Office to engage in the study and integration of equity principles. We build on the concept of equity to enliven our commitment and leverage our values, mission and core competencies. Consequently, our college planning framework integrates the principles of cultural humility, civic capacity, transformative organizing, social justice and multicultural education as a means for achieving and sustaining a culture of student success and institutional equity.

At De Anza, we have created linkages between these five concepts—thus, expanding the equity discourse as solely connected to student success—to create a vortex for individual and institutional change. We are working to create an institution that reflects a deep commitment to upholding the dignity and humanity of every student and employee. We seek to reinforce this commitment through our policies, procedures and strategic planning initiatives. We are committed to creating a welcoming cultural and pedagogical approach that reflects these deeply-held values and principles, as well as inspiring students to engage as leaders and agents

of change within the campus community. Lastly, we seek to have our interpersonal behaviors, programs and services reflect our commitment to this conceptual framework.

Theory of Action

A Theory of Action illustrates assumptions about why an approach has been adopted or how various dimensions work together to produce a desired change. Figure 2.0 visually reflects a summation of how our conceptual framework put into action results in student and institutional equity.

Figure 2.0: Student Equity Theory of Action



Connecting Praxis to Our Target Populations and Equity Indicators

The following information is guided by and grounded in the conceptual framework and theory of action detailed above. Although we aim to address in this report the requested indicators and populations, we also recognize and work to address all equity gaps that our students, faculty and staff experience throughout the institution. We understand that inequities persist throughout the institution, and for students to excel, those who are in service to those students must also experience an equitized workplace and environment that works for all. Moreover, we are sensitive to the importance of readdressing power and applying an intersectional lens to our target populations. To this end, we also have taken into consideration issues facing our undocumented students and LGBTQQI student communities and their experiences across the identified target groups. We hope that future iterations of the state equity reporting process will directly call attention to these communities as well.

The issues of access, retention, persistence, course completion and transfer are the focus of the student equity initiative. Today, in each instructional division and student services area, through the development of one-year Student Equity Plans and five-year Divisional Equity

Plans, goals and objectives are established to address issues of student success. Historically, we have worked to apply an internal five-point model, which administrators, faculty, staff and students can use consistently to view their progress toward achieving department/division student and institutional equity goals. That five-point plan included research, evaluation of curriculum and pedagogy, professional development, and longitudinal student analysis. This model has been deeply embedded into our campus culture and expanded to reflect our attention to equitizing programs, policies, leadership praxis and high impact practices that address the state's identified indicators.

Per the requirements of the State Student Equity Planning guide, in the following section we provide a brief summary of what is detailed in our Student Equity Plan.

2015-16 Student Equity Plan Overview

Target Groups

In Table 1.0, we summarize our campus-based research findings, highlighting target populations that exhibit negative percentage point gaps of at least -3.0. Our college institutional goal is to improve student success rates with no more than a 5% variance in major indicators between each group. Additionally, we chose to include four incidences where the percentage point gap is at least -3.0, which is the cutoff designated by the State Chancellor's Office as evidence of disproportionate impact. Among our target populations, the students groups who exhibit disproportionate impact are categorized as follows:

- **Primary:** African American, Latina/o, and foster youth students demonstrate achievement gaps in course completion, two-term academic probation, ESL and basic skills completion, and transfer.
- **Secondary:** Age 25 to 34, disabled, and low-income students demonstrate disproportionate impact in basic skills completion and transfer.

| Student Equity Indicators | | Table 1.0: Target Populations with Achievement Gaps of At Least -3.0, 2014 | | | | | | | | | |
|---------------------------|---------------------------------|--|-----------|------|------------------|----------|----------|------------|----------|--------------|----------|
| | | Age 18-24 | Age 25-34 | Male | African American | Filipino | Latina/o | Low-Income | Disabled | Foster Youth | Veterans |
| A | Access Enrollment | | | | | | | | -5.1 | | |
| A | Financial Aid Application | | | | | | | | | | |
| A | Financial Aid Award | | | | | | | | | | |
| B | Course Completion | | | | -14.7 | | -9.3 | -7.3 | | -14.1 | |
| B | Two-Term Academic Probation | | | | -8.6 | | -6.6 | -2.9 | | -6.8 | |
| C | ESL Completion | | -15.1 | | -22.7 | | -22.3 | | | | |
| C | Basic Skills English Completion | | -12.8 | | -6.7 | | -9.2 | -3.0 | -12.2 | -26.7 | |
| C | Basic Skills Math Completion | | -8.0 | | -9.5 | | -8.9 | | | -27.9 | |
| D | Degree Completion | | -3.0 | -3.2 | | | | | -6.4 | | |
| D | Certificate Completion | | | | | | | | | | |
| E | Transfer | -4.5 | -31.2 | | -4.7 | -13.1 | -20.2 | -6.4 | -25.7 | -24.7 | -14.3 |

Goals

The overarching goal of our Student Equity Plan is to increase success rates among the student groups identified in our college research as experiencing a disproportionate impact. Listed below are our student equity goals and expected outcomes to be achieved by 2020. For more details, refer to the *Goals, Activities, Funding, and Evaluation* sections of this report.

A. Access-Enrollment: While our outreach events have been inclusive and broadly target prospective students based on race/ethnicity and gender, our campus-based research indicates we need to shift some of our outreach messaging and content to better inform and attract special student groups, particularly disabled students, to De Anza. Our goal is to reduce their gap (currently -5.1) to -2.5 by 2020.

B. Course Completion: We want to reduce the course completion gaps of disproportionately impacted student groups by one to two percentage points by 2020.

- African American: reduce gap from -14.7 to -12.7, or an additional 43 completions
- Foster Youth: reduce gap from -14.1 to -12.1, or an additional 7 completions
- Latina/o: reduce gap from -9.3 to -8.3, or an additional 157 completions
- Low-Income: reduce gap from -7.3 to -6.3, or an additional 91 completions

B. Two-Term Academic Probation: We want to reduce the two-term academic probation gaps of disproportionately impacted student groups by one to two percentage points by 2020.

- African American: reduce gap from -8.6 to -6.6, or 21 *fewer* students
- Foster Youth: reduce gap from -6.8 to -4.8, or 3 *fewer* students
- Latina/o: reduce gap from -6.6 to -5.6, or 60 *fewer* students
- Low-Income: reduce gap from -2.9 to -1.9, or 44 *fewer* students

C. ESL Completion: We want more African American, Latina/o, and 25 to 34-year old students to complete ESL. By 2020, we want to achieve five additional completions to close the achievement gap for African American students; seven additional completions so as to reduce the gap from -22.3 to -11.2 for Latina/o students; and 10 additional completions to lower the gap from -15.1 to -10.1 for students age 25 to 34.

C. Basic Skills English Completion: We want to achieve additional completions, denoted in parenthesis, from the following student groups by 2020: Latina/o (13), age 25 to 34 (9), low-income (8), foster youth (8), African American (7) and disabled (7).

C. Basic Skills Math Completion: We want to achieve additional completions, denoted in parenthesis, from the following student groups by 2020: Latina/o (18), age 25 to 34 (9), African American (7) and foster youth (8).

D. Degree Completion: We expect to reduce our degree completion gaps by 33%, or 18 additional completions, for male students and by 100% (no gap) for disabled students and students age 25 to 34 (9 and 3 additional completions, respectively).

D. Certificate Completion: Our research did not uncover any target populations that are disproportionately impacted. Nonetheless, our goal is to stay the course, and continue our efforts to help students earn certificates.

E. Transfer: We expect to reduce our transfer completion gaps by 33% for 18 to 34-year olds, Latina/o, Filipino, low income and disabled students (39, 38, 9, 35, and 11 additional transfers, respectively), and by 100% (no gap) for African American, foster youth and veterans (7, 8, and 4 additional transfers, respectively).

Actions to Achieve Our Goals

Activities Planning Approach

The activities in De Anza's Student Equity Plan are based on a theoretical approach called Validation Theory.⁵ This strong theory encompasses the need to have culturally relevant and supportive elements in academic programs, student services and co-curricular programs to further the success of low-income students of color. Our activities are based on the intentional,

⁵ Rendón Linares, L.I., & Muñoz, S.M. (2012). Revisiting Validation Theory: Theoretical Foundations, Applications and Extensions. *Enrollment Management Journal*, 5(2), 12-33.

proactive affirmation of African American, Filipino, Latina/o, Low-Income, Disabled, Foster Youth, and Veteran students by in-and out-of-class agents (i.e., faculty, student peers, students' services staff, family, community and business mentors) with the goal of (a) validating students as creators of knowledge and as valuable members of the college and (b) foster personal development and social adjustment.

Activities

In addition to the framework or theoretical underpinning outlined above, activities identified are supported by the Association of American Colleges and Universities High Impact Practices (HIP) research and recommendations. Moreover, we are employing The RP Group's research of the six student success factors presented in their report, Student Success (Re)defined,⁶ to infuse activities and programs that direct, focus, nurture, engage, connect, and help students feel valued at De Anza. Throughout our Student Equity Plan, we detail a number of activities and related programs that work together to help close the achievement gaps for our identified target student groups. Here, we highlight a few key activity and program areas.

Outreach and Communication: In our partnerships with local high schools and at our outreach events, we will emphasize our student services so that *prospective students are aware and fully understand the available student services and support they are entitled to* and will receive from our foster youth support services, Disability Support Programs and Services, Extended Opportunities Programs and Services (EOPS), Financial Aid, Veterans Resource Center program, computer labs, and tutoring centers.

Men of Color Initiative: We will dedicate team members and programming support to our male students from underserved African American, Filipino and Latina/o populations. The objective of our MCI is to help students be successful in their courses, reduce and prevent academic probations, and provide opportunities for students to be connected and engaged with their college experience. By relating to staff and peers through shared experiences, we want our young men to take the lessons from MCI and apply it to their classrooms and future careers. Our MCI will provide another touch-point for male students to obtain book vouchers to help offset their college expenses, enhance their college experience through participation in our *Men of Color Summit, Hip Hop Workshop, and Mentoring Program*, and *grow their personal tool kit* to build self-confidence, time management and financial literacy.

Expand Learning Communities/Curricular Pathways: Our Learning Communities were developed to support our underserved student groups with transitioning to and navigating college life, as well as develop a shared sense of community. These Learning Communities, including *Summer Bridge, First Year Experience, Latina/o Empowerment at De Anza, Math Performance Success, and Puente Project*, are avenues for students to be directed and nurtured, as many of these communities have built-in counseling and peer support. Most of our Learning Communities are cohort-based, a dynamic that encourages accountability and commitment, as well as retention,

⁶ Booth, K., Cooper, D., Karandjeff, K., Large, M., Pellegrin, N., Purnell, R., Rodriguez-Kiino, D., ...Willett, T. (2013). Student Support (Re)defined. *The RP Group*, 11-35.

persistence, and successful completion. Additionally, we want to expand our Learning Communities by revamping our *Umoja Scholars Program* and bringing a new curricular pathway that combines developmental *Reading, English, Academic Support, Counseling, and Humanities (REACH)* to serve student athletes of color.

Student Services Dedicated to Foster Youth, Disabled, and Veteran Students: Our *Foster Youth Support Services/RISE Program, Disability Support Programs & Services, and Veterans Resource Center* have embedded counselors and dedicated space so that our special student groups have an additional area on campus where they can obtain book vouchers and receive academic planning and advising, personal counseling, and career and mentoring services.

Ongoing Learning and Professional Development: Our student population is dynamic and changing. Therefore, we need to grow with our students, and be informed about their needs so we can best meet them where they are. For this reason, we have professional development opportunities, including the *high impact practices seminars and Equity Core Teams* to inform our equity learning and practices.

Building our People Support: Many of the activities outlined in this plan are continuation and others are new programs. Accordingly, we need to build our people support. For this reason, *new team members* we need to add and/or reassign include: Foster Youth Counselor, Veterans Counselor, Career Counselor, Student Success & Retention Services-Umoja Counselor, Peer Mentoring Program Coordinator, Director of Student Success & Retention Services, Director of STEM Pathways, Director and Administrative Assistant of Office of Equity, Social Justice and Multicultural Education. In 2014-15, we added a Student Equity Program Coordinator II and a Student Equity Research Analyst to assist with our student equity work and have included these *existing team members* in our 2015-16 Student Equity Plan.

We strive to be more effective in our equity processes and want to leverage practices and resources across our campus environment. Listed below are **two all-encompassing activities to facilitate our ongoing equity planning, implementing and evaluation phases.**

1. In order to leverage crucial conversations, program development and strategies for equitizing student learning environments, our Office of Equity, Social Justice and Multicultural Education director (who is also a tri-chair of our Student Success and Support Programs-Student Equity Advisory Committee⁷) will develop an equity rubric to guide the collaboration among our instructional and student services teams. Moreover, the Office of Equity is hiring a program coordinator and administrative assistant to increase its capacity. Together with the director, this team will support campus-wide constituency groups through engagement in various programs designed to deepen personal, interpersonal and institutional equity. The five core programmatic areas of the Office of Equity Office include the following:

⁷ Refer to the Planning Committee and Collaboration section for more details.

- a. Equity through Basic Skills Linkages Institute, a joint effort with Basic Skills Initiative (BSI), will focus on student learning and post-traumatic growth.
 - b. Equity Core Teams will provide critical training, coaching and resources to those working with our target populations.
 - c. High Impact Practice Seminars will offer training on topics such as curriculum development, culturally responsive pedagogies and/or arts education/artivism.
 - d. Student Leadership for Equity in Education will provide curriculum and training for students.
 - e. Designing for Equity will provide coaching and development for individual leadership; experts may include Francie Kendall, Glen Singleton, Melanie Tervalon, and/or trauma specialists.
2. Our student equity research analyst will provide further data analysis and research-related advising to different areas of our college. We want to disaggregate our data further to examine the intersectionality of our target student groups. For example, we want to better understand the demographic profile of age 25 to 34 and low-income students. Do men of color and/or veterans make up the majority in these two target groups? If so, then our college is more informed and could more appropriately address students' needs and shore up gaps.

Student Equity Funding and Other 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 as follows:

- Student Equity Initiative
- Student Success and Support Programs Initiative
- Basic Skills Initiative
- Asian American Native American Pacific Islander Serving Institution Grant
- Office of Instruction
- Office of Student Services
- President's Office
- De Anza Associated Student Body

Equity work to date has been supported by limited funding from the Office of Instruction, state and federal grants, and De Anza Student Body (DASB) funds. In 2012, the college budgeted a full-time position for the faculty director of the Office of Equity, Social Justice and Multicultural Education, and moving forward will reassign 70% of the director's time to supporting and guiding the state equity planning activities. A detailed list of matching funds that support our equity initiatives is listed in our budget overview.

People Support: Our college's greatest resources are faculty and staff who 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 equity advocates to help guide their individual

departments and divisions. To this end, individuals are recruited and provided training and coaching support to engage in activities such as hiring committees and equity core teams, and to serve as equity liaisons. These are all important roles for the development and deepening of 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.

Contact Persons

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Planning Committee and Collaboration

PLANNING COMMITTEE AND COLLABORATION

We developed the 2015-16 Student Equity Plan through a collaborative process. We solicited input and participation from all service areas that were involved in the implementation of the Student Equity 2014-15 Plan, Student Success and Support Programs (SSSP) 2014-15 Plan, and other constituency groups across the campus; including Counseling and Student Success, Extended Opportunities Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), Assessment Center, Enrollment Services, Academic Senate, Classified Senate, Student Senate, Student Equity Advisory Council, Institutional Research and Planning, and Communications Office.

Factors considered in the planning process include the Chancellor's Office feedback on our 2014-15 Student Equity Plan, reflection on our processes and practices, feedback from service areas, as well as data from Institutional Research regarding student participation and gaps in academic success among our targeted groups: African American, Latina/o, and Filipino.

There are four college strategic initiatives guiding both our Student Equity and SSSP work at De Anza: Outreach, Cultural Competence, Community Collaboration, and Individualized Attention and Retention of Students (see www.deanza.edu/strategicplan/). Campus activities include but are not limited to annual program reviews, student services and student learning outcomes assessment, strategic planning, student engagement, basic skills enhancement, and equity and climate survey culture assessments. These many strategic initiatives create a web of support systems that enhance student success and guide student services and instruction toward our shared goals of Student Success and Student Equity. We see our strategic initiatives as critical resources for moving our Student Equity and SSSP agenda forward.

Additionally, the college has formed a joint SSSP-Student Equity Advisory Committee to guide the work of both initiatives and ensure transparency in our planning (see Table 2.0). This joint advisory group includes representatives from our student success programs and shared governance committees, including leaders from the Academic Senate, Classified Senate, De Anza Associated Student Body, Equity Action Council, Basic Skills and the Developmental and Readiness Education Taskforce, Instructional Planning and Budget Team, Student Services Planning and Budget Team, Finance and College Operations Planning and Budget Team, and College Council.

Student Equity Plan Committee Membership List

| Table 2.0: 2015-16 SSSP-Student Equity Advisory Committee | | |
|---|--------------------------|---|
| Member Name | Title | Organization(s), Program(s) or Role(s) Represented |
| Tri-Chairs | | |
| Rob Mieso | Associate Vice President | Student Services |
| Veronica Neal | Faculty Director | Office of Equity, Social Justice, & Multicultural Education |
| Rowena Tomaneng | Associate Vice President | Instruction |
| Members | | |
| Evelt Alva-Campbell | Director | STEM Pathways |
| Mina Aslan | Senator | De Anza Associated Student Body |
| Randy Bryant | Vice President | Academic Senate |
| Michele Lebleu Burns | Dean | EOPS/CARE & Student Development |
| Shannon Casey | Student Intern | Office of Equity, Social Justice & Multicultural Education |
| Susan Cheu | Vice President | Finance and College Operations |
| Stacey Cook | Vice President | Student Services |
| Alicia Cortez | Counselor/ Int. Director | Student Success & Retention Services |
| Mayra Cruz | President Instructor | Academic Senate Early Childhood Development |
| Sheila White Daniels | Dean | Counseling & Student Success |
| Christina Espinosa-Pieb | Vice President | Instruction |
| Mark Fu | Counselor | Counseling |
| Vincent Gomez | Senator | De Anza Associated Student Body |
| Karen Hunter | President Elect | Classified Senate |
| Anita Kandula | Dean Co-Chair | Biological, Health, Environmental Sciences Equity Action Council |
| Cynthia Kaufman | Faculty Director | Vasconcellos Institute for Democracy & Action (VIDA) |
| Lisa Ly | Research Analyst | Student Equity & SSSP |
| Lisa Mandy | Director | Financial Aid & Scholarships |
| Lorna Maynard | President | Classified Senate |
| Jennifer Myhre | Interim Faculty Director | Office of Staff & Professional Development |
| Mallory Newell | College Researcher | Office of Institutional Research & Planning |
| Edmundo Norte | Dean | Intercultural & International Studies |
| Lorrie Ranck | Dean | Learning Resources |
| Anthony Santa Ana | Program Coordinator II | Office of Equity, Social Justice, & Multicultural Education |
| Stacey Shears | Dean | Disability Support Programs & Services |
| Marisa Spatafore | Associate Vice President | Communications & External Relations |
| Mari Tapia | Faculty Coordinator | Basic Skills Initiative |
| Tamica Ward | Dean | Enrollment Services |
| Bret Watson | Director | Budget & Personnel |

Community Partners List

| Table 3.0: 2015-16 Internal and External Community Partners | |
|---|---|
| Community Liaison | Organization |
| De Anza | |
| Diana Argbrite | Euphrat Museum of Art |
| Tom Izu | California History Center |
| Cynthia Kaufman | Vasconcellos Institute for Democracy in Action (VIDA) |
| Anu Khanna | Initiatives to Maximize Positive Academic Achievement and Cultural Thriving focusing on Asian American and Pacific Islander (IMPACT AAPI) |
| Julie Lewis | Black Leadership Collective |
| Stacey Shears | Disability Support Programs and Services |
| Broader Community | |
| Cassandra Blume | Executive Director Youth Space |
| Leyda Cedeno | Fremont Department of Rehabilitation |
| Michael Chang | Asian Pacific American Leadership Institute |
| Peggy Grodhaus-Church | UCSC Director Disability Resource Center |
| Linden Keiffer | The You In Me, Inc. |
| Chris Lepe | San Jose Office Director Transform |
| Leila McCabe | Organizer, Sacred Heart Community Services |
| Dr. Mahnaz Motayar | Neuropsychology and Clinical Psychology |
| Ron Muriera | Filipino American National Historical Society |
| Brenda S. Reyes | NOVAYouth Program |

Student Equity Planning Timeline

| 2015 Dates | Activity | |
|--------------------|--------------|---|
| Aug. 12 | Meeting | Student Equity-SSSP Advisory Committee |
| Sep. 17 | Meeting | Student Equity-SSSP Advisory Committee |
| Sept. 18 - Nov. 23 | Develop | 2015-16 Student Equity Plan |
| Oct. 12 | Presentation | Academic Senate |
| Oct. 14 | Presentation | Equity Action Council |
| Oct. 15 | Meeting | Student Equity-SSSP Advisory Committee |
| Oct. 20 | Presentation | Classified Senate Instructional Planning & Budget Team |
| Oct. 21 | Presentation | Developmental & Readiness Education (DARE) Taskforce |
| Nov. 5 | Presentation | Student Services Planning & Budget Team |
| Nov. 13 | Presentation | Finance Planning & Budget Team |
| Nov. 19 | Presentation | College Council |
| Nov. 20 | Submit | Student Equity Plan (draft) due to Foothill-De Anza Board of Trustees |
| Nov. 23 | Presentation | Academic Senate |
| Nov. 25 | Presentation | De Anza Associated Student Body |
| Dec. 2 | Presentation | Campus Budget |
| Dec. 7 | Submit | Student Equity Plan (final) due to Foothill-De Anza Board of Trustees |
| Dec. 8 - Dec. 17 | Revise | Student Equity Plan |
| Dec. 18 | Submit | 2015-16 Student Equity Plan due to State Chancellor's Office |

Access

CAMPUS-BASED RESEARCH: ACCESS (ENROLLMENT)

A. 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.

Definition of Service Area

The majority of De Anza students reside outside our district's service area. For this reason, we compared our student population to Santa Clara County's population, using data from the 2014 American Community Survey (ACS). In order to eliminate duplicate headcount, we used data from fall 2014 quarter to capture student access enrollment at De Anza. Where applicable, we analyzed data for the adult population (age 18 and older). De Anza's total and adult population account for 1.2% and 1.6% of Santa Clara County's population, respectively.

Methodology

We utilized the percentage point gap methodology, as it has been the approach our college routinely uses when we discuss access enrollment. The plus/minus gap designation is easily understood, aiding in pragmatic conversations about equitable access for students. For the analysis, the percentage point gap is calculated by taking the De Anza population percent minus the County population percent. The State Chancellor's Office has determined a percentage point gap where $x \leq -3.0$ is evidence of disproportionate impact.

Data Analysis

Age: Nearly two-thirds of De Anza students are between the ages of 18 and 24, making us a traditional college-age serving institution. There are more 18 to 24 year-olds represented at De Anza (65.1%) than compared to the County (8.8%), giving this age group a positive percentage point gap of +56.4. One in five (21.2%) students is between the ages of 25 and 34, and there are more young adults from this age group at our college than compared to the County (15.1%) for a positive percentage point gap of +6.0.

Gender: There is a small difference in male and female student enrollment at De Anza (51.3% vs. 48.1%). Female representation at the college is slightly lower than female representation in the County (48.1% vs. 50.0%), resulting in a negative percentage point gap of -1.9.

Race/Ethnicity: We used ACS dataset, *Hispanic or Latino and Race*, in order to obtain county-level data on Latina/o. However, this dataset does not disaggregate Asian. In order to make a comparison with county-level data, we grouped 1,647 Filipinos into the Asian category. Asian students (44.9%) continue to account for the majority of our student population, followed by Latina/o (26.1%), and White (21.0%). We did reference a different ACS dataset, *One Race*, to get 93,249, or 4.9% Filipinos in Santa Clara County. Filipinos account for 7.0% of our student population; therefore, we can infer that we have more Filipinos at De Anza than in the County for a positive percentage point gap of +2.1.

Combined, African American, Filipino, and Latina/o account for 37.6% of our student population. African American account for nearly 5.0% of our student population, and their

representation is slightly higher on our campus than found in the County (2.4%) for a positive percentage point gap of +2.1. The Latina/o population at De Anza (26.1%) trail the County (26.6%) by less than 1%, or a negative percentage point gap of -0.5. Overall, most racial/ethnic subgroups exhibit a positive percentage point gap—the only exception is seen with Latina/o and White who have negative percentage point gaps of -0.5 and -12.1, respectively.

Special Student Groups (low-income, disabled, foster youth, and veterans): Low-income students comprise about 20% of the student population, whereas there are fewer disabled (4.3%), veteran (1.7%), and foster youth (0.7%) students at De Anza. Among these special student groups, disabled students have the largest negative percentage point gap at -5.1, followed by veterans (-2.1), and foster youth (-0.6). Low-income students are the only special student group to have a positive percentage point gap at +7.3.

Key Takeaway for Target Populations

Based on the percentage point gap analysis for access enrollment, we observed negative gaps for the following three target populations:

1. Disabled (-5.1)
2. Veterans (-2.1)
3. Female (-1.9)

Although a gap exists for veteran and female students, the difference is above our college and the State Chancellor's Office threshold for disproportionate impact. Additionally, while the gap difference of -0.5 for Latina/o is not as large as the aforementioned three groups, because Latina/o has been a historically underserved group, we want to continue efforts to be a welcoming and inclusive community college to Latina/o students. In the forthcoming *Access: Goals, Activities, Funding, and Evaluation* section, we describe our plan to increase disabled, veteran, female, and Latina/o student enrollment and access to programs and services that support their success.

| Table 4.0 Enrollment Headcount by Age, Gender, Race/Ethnicity, and Special Student Groups, 2014 | | | | | |
|--|--|---------|--|---------|-------------------------|
| Target Populations | Santa Clara County Population, 2014 | | De Anza College Population, Fall 2014 | | Percentage Point Gap |
| | Count | Percent | Count | Percent | |
| Age (total population) | | | | | |
| 13 years and under | 345,597 | 18.2% | 0 | 0.0% | N/A |
| 14 to 17 years | 92,213 | 4.9% | 140 | 0.6% | -4.3 |
| 18 to 24 years | 166,147 | 8.8% | 15,141 | 65.1% | +56.4 |
| 25 to 34 years | 286,931 | 15.1% | 4,925 | 21.2% | +6.0 |
| 35 to 49 years | 420,670 | 22.2% | 1,938 | 8.3% | -13.9 |
| 50 years and over | 583,047 | 30.8% | 1,107 | 4.8% | -26.0 |
| Total | 1,894,605 | 100.0% | 23,251 | 100.0% | - |
| Gender (age 18 and older population)¹ | | | | | |
| Female | 728,306 | 50.0% | 11,125 | 48.1% | -1.9 |
| Male | 728,489 | 50.0% | 11,851 | 51.3% | +1.3 |
| Unknown ² | 0 | 0.0% | 135 | 0.6% | +0.6 |
| Total | 1,456,795 | 100.0% | 23,111 | 100.0% | - |
| Race/Ethnicity (total population)³ | | | | | |
| African American | 45,916 | 2.4% | 1,057 | 4.5% | +2.1 |
| American Indian/Native American | 2,271 | 0.1% | 117 | 0.5% | +0.4 |
| Asian ⁴ | 647,313 | 34.2% | 10,451 | 44.9% | +10.8 |
| Latina/o | 503,062 | 26.6% | 6,057 | 26.1% | -0.5 |
| Multi-Ethnic ⁵ | 59,199 | 3.1% | 0 | 0.0% | N/A |
| Pacific Islander | 6,095 | 0.3% | 177 | 0.8% | +0.4 |
| Unknown/Other Race | 3,417 | 0.2% | 515 | 2.2% | +2.0 |
| White ⁶ | 627,332 | 33.1% | 4,877 | 21.0% | -12.1 |
| Total | 1,894,605 | 100.0% | 23,251 | 100.0% | - |
| Filipino ⁷ | 93,249 | 4.9% | 1,647 | 7.0% | +2.1 |
| Special Student Groups | | | | | |
| Low-Income (household population) ⁸ | 75,079 | 12.1% | 4,514 | 19.4% | +7.3 |
| Disabled (age 18 and older population) ⁹ | 136,149 | 9.4% | 995 | 4.3% | -5.1 |
| Foster Youth (household population) ¹⁰ | 5,554 | 1.3% | 159 | 0.7% | -0.6 |
| Veterans (age 18 and older population) | 56,065 | 3.8% | 393 | 1.7% | -2.1 |

Source: 2014 American Community Survey (ACS), Santa Clara County; Fall 2014 FHDA IR&P ODS, De Anza College

Percentage Point Gap = De Anza population percent (%) minus Santa Clara County population percent (%)

¹Since De Anza is a traditional college-age serving institution, gender reflects the adult population (age 18 and older) for both college and county data.

²De Anza students could choose not to state their gender, whereas this response option is not captured in ACS data.

³The total population rather than the adult population (age 18 and older) is reflected in the data. ACS does not provide race data, by age, for all racial groups. For this reason, we are unable to extract the County's adult population by race to make a comparison with our college's adult population. De Anza had 140 students age 17 and under during fall 2014 quarter, and since they account for less than 1.0% of our student population, including them in the race/ethnicity analysis does not alter our finding.

⁴ACS dataset, *Hispanic or Latino and Race*, does not disaggregate Asian. In order to make comparisons with county-level data, De Anza grouped 1,647 Filipinos into the Asian category.

⁵De Anza assigns students to a racial/ethnic group based on a hierarchy as it tells us more about a student to know their ethnicity rather their multiple ethnicities. For this reason, multi-ethnic is not applicable.

⁶"White" refers to a person having origins in any of the original peoples of Europe, the Middle East, or North Africa. It includes people who indicated their race(s) as "White" or reported entries such as Irish, German, Italian, Lebanese, Arab, Moroccan, or Caucasian.

Source: Census. "Overview of Race and Hispanic Origin 2010." March 2011. Accessed October 22, 2015.
<http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>

⁷Filipino analysis is detached from the race/ethnicity analysis because we referenced a different ACS dataset, *One Race*, in order to obtain the Filipino count in the County.

⁸Low income status reflects households with annual income of \$24,999 or less.

⁹ACS data on disability status reflects the civilian non-institutionalized age 18 and older population. In order to make comparisons with county-level data, De Anza College data reflects the population age 18 and older as well.

¹⁰ACS foster youth data reflects children currently under age 18 in households, whereas De Anza data includes students in foster care regardless if they have emancipated or aged out of the system.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS (ENROLLMENT)

GOAL A.1: The goal is to improve access for target populations experiencing the largest negative gaps, with prioritized effort dedicated to disabled students who exhibit disproportionate impact.

| Target Population(s) | Current Gap, 2014 | Desired Goal, 2020 |
|----------------------|-------------------|------------------------------|
| 1. Disabled | -5.1 | Reduce gap by 50% or to -2.5 |
| 2. Veterans | -2.1 | No gap |
| 3. Female | -1.9 | No gap |
| 4. Latina/o* | -0.5 | No gap |

*Rationale: Latina/os represent 26.1% of our service area's population, and among our racial/ethnic target groups, they are the largest student group on our campus.

ACTIVITIES: ACCESS ENROLLMENT (A.1.1 to A.1.2)

Note: The activities listed in this section of the report are intended to support the success of student population(s) found to be disproportionately impacted. We also detail services and programming that facilitate positive student outcomes for all students.

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|--|------------------|--|---|--|--|-----------------|----------------------|
| A.1.1 | | Curriculum/course development or adaptation | | Professional development | African American, 250 Filipino, 250 Latina/o, 300 Low-Income, 200 Disabled, 25 Foster Youth, 20 Veterans, 25 | \$50,000 | \$50,000 B Budget |
| | | Direct student support | | Research and evaluation | | | |
| | | Instructional support activities | | Student equity coordination/planning | | | |
| | X | Outreach | X | Student services or other categorical program | | | |
| Activity Plan (implement): Outreach Activities | | | | Team Lead: Outreach | | | |
| <p>Outreach Events Our outreach team will plan and coordinate seven outreach events to be hosted on our college campus. Six of the events will target high school students from within our county and one event is an open house for new, incoming students and their parents.</p> <ul style="list-style-type: none"> (1) High School Partners Conference average attendance = 75 Oct. 30, 2015 (1) Youth Voices United for Change Conference average attendance = 250 Nov. 13, 2015 (1) African American Student Conference average attendance = 250 Feb. 3, 2016 (2) Latina/o Student Conference average attendance = 300 March 9 and 17, 2016 (1) Filipino/Southeast Asian Student Conference average attendance = 250 April 27, 2016 (1) New Student & Parent Open House average attendance = 2,000 April 30, 2016 <p>Communications/Messaging We will communicate updates to our curriculum and student services programs. In particular, we want to highlight our campus’s welcoming environment by raising awareness for our student services programs such as Disability Support Programs & Services (DSPS), Extended Opportunities Programs and Services (EOPS), Veterans Program, and Veterans Resource Center (VRC). These student services areas provide student support in such as educational planning, counseling, career advising, and tutoring. Moreover, they provide a dedicated space for students with similar backgrounds and experiences to build community.</p> <p>We will inform prospective students about our Learning Communities, which were developed to enhance students’ college experience and outcomes, by providing built-in peer community and educational support. These Learning Communities include Summer Bridge, First Year Experience, Latina/o Empowerment at De Anza, Puente Project, Umoja Scholars Program, and a newly developed program that combines developmental Reading, English, Academic Support, Counseling, and Humanities (REACH) to serve student athletes of color.</p> | | | | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|-------|--|---|---|--|-----------------------|-----------------|-------------------------------------|
| | <p>Link to Goal: The main objective of these outreach events is to raise awareness about our instructional and student services programs that will direct and engage students to be successful at De Anza. The key takeaway is for attendees to become more knowledgeable about De Anza’s offerings. The call-to-action is to have the influencers and students recommend De Anza to their students, peers and family members, and for new, incoming students to utilize their college resources.</p> <p>Evaluation: The goal for our outreach events is a qualitative, rather than a quantitative goal. We will incorporate and emphasize our student services programs into the outreach discussion, particularly during our New Student & Parent Open House event. Our outreach team will continue to build rapport with the high schools to coordinate high school visits by De Anza’s outreach, assessment, counseling, DSPS, EOPS, and VRC teams. Additionally, our outreach team will track the number of attendees.</p> | | | | | | |
| | Curriculum/course development or adaptation | | Professional development | TBD, pending research findings | Jan 2016 - Jun 2016 | \$0 | Disability Student Services Program |
| | Direct student support | X | Research and evaluation | | | | |
| | Instructional support activities | | Student equity coordination/ planning | | | | |
| | Outreach | | Student services or other categorical program | | | | |
| A.1.2 | <p>Activity Plan (implement): Disaggregate Disability Data Team Lead: Student Equity Research Analyst</p> <p>The 2014 data analysis conducted for this Student Equity Plan looked at the adult population in the county with any disabilities (e.g. hearing, vision, cognitive, self-care difficulty, etc.). While the analysis is a good starting point to understand the size of our disabled adult population in the county, and thereby our prospective student population, we want to refine the analysis to capture the disabled population that is most reflective of our disabled student population. Our research analyst will collaborate with Disability Support Program & Services (DSPS) to verify the disability types and/or services frequently provided to develop a demographic profile for our disabled student population.</p> <p>Link to Goal: The additional research will help our college be more informed of our disabled student population and identify areas where outreach to prospective students could be enhanced.</p> <p>Evaluation: The results from the collaboration with DSPS will be shared with the Student Success and Support Programs-Student Equity Advisory Committee. Pending outcomes, we will assess and establish an outreach goal to target disabled students.</p> | | | | | | |

CAMPUS-BASED RESEARCH: ACCESS (FINANCIAL AID APPLICATION)

A. FINANCIAL AID APPLICATION Compare the percentage of each population that applied for financial aid to the percentage of each group that enrolled at the college.

Methodology

We used the percentage point gap methodology to determine if there is a difference in the percentage of students who applied for financial aid and their representation at De Anza. In order to eliminate duplicate headcount, we used fall 2014 enrollment and financial aid data. The percentage point gap is calculated by taking the financial aid applicant population percent minus De Anza population percent. The State Chancellor's Office has determined a percentage point gap where $x \leq -3.0$, is evidence of disproportionate impact.

Data Analysis

In fall 2014, a total of 12,811 (55.1%) De Anza students applied for financial aid.

Age: Our 18 to 24 year-old students, who comprise the majority (65.1%) of our student population, are also the majority age group who applied for financial aid (70.5%) for a positive percentage point gap of +5.3. Students age 25 to 34 account for 21.2% of our student population and for 21.8% of all financial aid applicants, indicating they are accessing financial aid application at the same proportion as their representation at De Anza. This finding is further supported by their positive percentage point gap of +0.6.

Gender: Female and male students applied for financial aid at about the same proportion, 49.9% and 49.6%, respectively. When we apply the percentage point gap, we find that female students have a positive percentage point gap of +1.8, whereas male students have a negative percentage point gap of -1.6.

Race/Ethnicity: Latina/o (34.9%) students account for the majority who applied for financial aid, followed by Asian (31.5%), White (16.2%), Filipino (8.4%), and African American (6.4%) students. Combined, African American, Filipino and Latina/o account for almost half (49.7%) of all financial aid applicants. Comparing the percentage of each group that applied for financial aid to their representation at De Anza, we find that African American, Filipino and Latina/o groups all have positive percentage point gaps of +1.9, +1.3, and +8.9, respectively. The only two subgroups who have negative percentage point gaps are Asian (-6.4) and White (-4.8).

Special Student Groups (low-income, disabled, foster youth, and veterans): Looking at our special student groups, the financial aid applicant population is comprised of 29.0% low-income, 3.3% disabled, 1.9% veteran, and 1.1% foster youth students. Disabled students are the only group to have a negative percentage point gap at -1.0. Low-income students have the largest positive percentage point gap at +9.6. Foster youth and veteran students have a positive percentage point gap of +0.4 and +0.2, respectively, suggesting they are accessing financial aid applications comparable to their representation at the college.

Key Takeaway for Target Populations

The largest negative gaps are found in male (-1.6) and disabled (-1.0) students. While we

acknowledge these gaps, we also note the difference is above our college and the State Chancellor's Office threshold for disproportionate impact. We feel good knowing our target populations are applying for financial aid. At the same time, we recognize that more communication is needed to ensure students are aware about the financial aid offerings available to them. Finally, in the next section of this report, we examine the types of financial aid awarded to ensure equitable outcomes for our students.

| Table 5.0 Applied for Financial Aid by Age, Gender, Race/Ethnicity, and Special Student Groups, Fall 2014 | | | | | |
|---|-------------------------------------|---------|---|---------|-------------------------|
| Target Populations | De Anza College Total Population | | Financial Aid Applicant Total Population | | Percentage Point Gap |
| | Count | Percent | Count | Percent | |
| Age | | | | | |
| 14 to 17 years | 140 | 0.6% | 5 | 0.0% | N/A |
| 18 to 24 years | 15,141 | 65.1% | 9,026 | 70.5% | +5.3 |
| 25 to 34 years | 4,925 | 21.2% | 2,795 | 21.8% | +0.6 |
| 35 to 49 years | 1,938 | 8.3% | 702 | 5.5% | -2.9 |
| 50 years and over | 1,107 | 4.8% | 283 | 2.2% | -2.6 |
| Total | 23,251 | 100.0% | 12,811 | 100.0% | - |
| Gender | | | | | |
| Female | 11,197 | 48.2% | 6,396 | 49.9% | +1.8 |
| Male | 11,919 | 51.3% | 6,357 | 49.6% | -1.6 |
| Unknown | 135 | 0.6% | 58 | 0.5% | -0.1 |
| Total | 23,251 | 100.0% | 12,811 | 100.0% | - |
| Race/Ethnicity | | | | | |
| African American | 1,057 | 4.5% | 824 | 6.4% | +1.9 |
| American Indian/Native American | 117 | 0.5% | 63 | 0.5% | 0.0 |
| Asian | 8,804 | 37.9% | 4,037 | 31.5% | -6.4 |
| Filipino | 1,647 | 7.1% | 1,080 | 8.4% | +1.3 |
| Latina/o | 6,057 | 26.1% | 4,475 | 34.9% | +8.9 |
| Pacific Islander | 177 | 0.8% | 100 | 0.8% | 0.0 |
| Unknown | 515 | 2.2% | 156 | 1.2% | -1.0 |
| White | 4,877 | 21.0% | 2,076 | 16.2% | -4.8 |
| Total | 23,251 | 100.0% | 12,811 | 100.0% | - |
| Special Student Groups | | | | | |
| Low Income | 4,514 | 19.4% | 3,719 | 29.0% | +9.6 |
| Disabled | 995 | 4.3% | 421 | 3.3% | -1.0 |
| Foster Youth | 159 | 0.7% | 140 | 1.1% | +0.4 |
| Veterans | 393 | 1.7% | 246 | 1.9% | +0.2 |
| Source: Fall 2014 FHDA IR&P ODS | | | | | |
| Percentage Point Gap = financial aid applicant population percent (%) minus De Anza population percent (%) | | | | | |

CAMPUS-BASED RESEARCH: ACCESS (FINANCIAL AID AWARDED)

A. FINANCIAL AID AWARDED Compare the percentage of each population that received financial aid to the percentage of each group that enrolled at the college.

Methodology

We used the percentage point gap methodology to compare the percentage of students awarded financial aid and their representation at De Anza. In order to eliminate duplicate headcount, we used fall 2014 enrollment and financial aid recipient data. In Table 6.0 we provide data by *Pell Grant Award* and *Other Aid Award*, as well as a total of all financial aid awarded. Other Aid Award includes Board of Governors (BOG) fee waiver, Cal Grant, scholarships, works study, and loans. The percentage point gap is calculated by taking the financial aid recipient population percent minus De Anza population percent. The State Chancellor's Office has determined a percentage point gap where $x \leq -3.0$, is evidence of disproportionate impact.

Data Analysis

In fall 2014, De Anza awarded 4,622 Pell Grants and 5,352 Other Aid to students. A grand total of 9,974 students were given financial aid for a college financial aid award rate of 42.8%.

Age: Our traditional college-age students, 18 to 24 year-olds, account for two-thirds of aid recipients. They are just as likely to receive Pell Grants as they would Other Aid. In contrast, older age adults, 25 to 49 year-olds, are likely to be awarded Other Aid.

Gender: Female and male students are just as likely to be awarded Pell Grants and Other Aid. When we aggregate their financial aid data, we find that we have more female (51.1%) than male (48.5%) recipients.

Race/Ethnicity: One-third of our financial aid recipient is Latina/o (35.5%), and another one-third is Asian (31.7%). Latina/o student lead our racial/ethnic group in awarded aid; however, when we disaggregate their financial aid data, we found they are more likely to receive Other Aid (34.8%) than Pell Grants (23.6%). This finding is consistent for Filipino students as well. Among Filipino students, 29.0% of them receive Other Aid and 16.8% of them receive Pell Grants. African American, on the other hand, is more likely to receive Pell Grants (36.2%) than Other Aid (30.8%). When we compared our target populations' total aid recipient percentage to their respective enrollment percentage, they all have positive percentage point gaps with +9.4 for Latina/o, +2.6% for African American, and +0.5 for Filipino.

Special Student Groups (low-income, disabled, foster youth, and veterans): Among our special student groups, low-income students have a positive percentage point gap of +13.0. Disabled, foster youth, and veterans receive financial aid at least equivalent to their enrollment percentage. Yet, when we examine the type of aid they receive, we find that among disabled students, 40.5% are awarded Other Aid and 10.7% are given Pell Grants. The reverse was found for foster youth with nearly half (53.5%) receiving Pell Grants and 27.7% receiving Other Aid. Veteran students are just as likely to receive Pell Grants (25.4%) as Other Aid (21.4%).

Key Takeaway for Target Populations

All of our target populations are awarded financial aid at least comparable to their enrollment representation. The only exception is male students who have a negative percentage point gap of -2.7. When we disaggregate the types of financial aid awarded, we find that some student groups—Filipino, Latina/o and disabled—are more likely to receive Other Aid than Pell Grants. We need to conduct further analysis to determine (1) whether this finding is unique to fall 2014 term and (2) whether their student characteristics, such as enrolling part-time rather than full-time, restricts their Pell Grants eligibility; and therefore affecting the findings in this report. Additionally, we would like to disaggregate the Other Aid Award category to better understand specifically if certain student groups are more likely to receive loans versus fee waivers/ scholarships.

| Target Populations | De Anza College Total Population | | Financial Aid Award | | | | | | Percentage Point Gap |
|---|-------------------------------------|---------|---------------------|---------|-----------|---------|-------------------------------|---------|-------------------------|
| | Count | Percent | Pell Grants | | Other Aid | | Total Recipient Population | | |
| | | | Count | Percent | Count | Percent | Count | Percent | |
| Age | | | | | | | | | |
| 14 to 17 years | 140 | 0.6% | 1 | 0.0% | 1 | 0.0% | 2 | 0.0% | N/A |
| 18 to 24 years | 15,141 | 65.1% | 3,405 | 73.7% | 3,352 | 62.6% | 6,757 | 67.7% | +2.6 |
| 25 to 34 years | 4,925 | 21.2% | 882 | 19.1% | 1,359 | 25.4% | 2,241 | 22.5% | +1.3 |
| 35 to 49 years | 1,938 | 8.3% | 231 | 5.0% | 405 | 7.6% | 636 | 6.4% | -2.0 |
| 50 years and over | 1,107 | 4.8% | 103 | 2.2% | 235 | 4.4% | 338 | 3.4% | -1.4 |
| Total | 23,251 | 100.0% | 4,622 | 100.0% | 5,352 | 100.0% | 9,974 | 100.0% | - |
| Gender | | | | | | | | | |
| Female | 11,197 | 48.2% | 2,338 | 50.6% | 2,756 | 51.5% | 5,094 | 51.1% | +2.9 |
| Male | 11,919 | 51.3% | 2,257 | 48.8% | 2,582 | 48.2% | 4,839 | 48.5% | -2.7 |
| Unknown | 135 | 0.6% | 27 | 0.6% | 14 | 0.3% | 41 | 0.4% | -0.2 |
| Total | 23,251 | 100.0% | 4,622 | 100.0% | 5,352 | 100.0% | 9,974 | 100.0% | - |
| Race/Ethnicity | | | | | | | | | |
| African American | 1,057 | 4.5% | 383 | 8.3% | 326 | 6.1% | 709 | 7.1% | +2.6 |
| American Indian/ Native American | 117 | 0.5% | 15 | 0.3% | 35 | 0.7% | 50 | 0.5% | 0.0 |
| Asian | 8,804 | 37.9% | 1,714 | 37.1% | 1,447 | 27.0% | 3,161 | 31.7% | -6.2 |
| Filipino | 1,647 | 7.1% | 276 | 6.0% | 478 | 8.9% | 754 | 7.6% | +0.5 |
| Latina/o | 6,057 | 26.1% | 1,431 | 31.0% | 2,107 | 39.4% | 3,538 | 35.5% | +9.4 |
| Pacific Islander | 177 | 0.8% | 43 | 0.9% | 44 | 0.8% | 87 | 0.9% | +0.1 |
| Unknown | 515 | 2.2% | 48 | 1.0% | 86 | 1.6% | 134 | 1.3% | -0.9 |
| White | 4,877 | 21.0% | 712 | 15.4% | 829 | 15.5% | 1,541 | 15.5% | -5.5 |
| Total | 23,251 | 100.0% | 4,622 | 100.0% | 5,352 | 100.0% | 9,974 | 100.0% | - |
| Special Student Groups | | | | | | | | | |
| Low Income | 4,514 | 19.4% | 1,770 | 38.3% | 1,466 | 27.4% | 3,236 | 32.4% | +13.0 |
| Disabled | 995 | 4.3% | 106 | 2.3% | 403 | 7.5% | 509 | 5.1% | +0.8 |
| Foster Youth | 159 | 0.7% | 85 | 1.8% | 44 | 0.8% | 129 | 1.3% | +0.6 |
| Veterans | 393 | 1.7% | 100 | 2.2% | 84 | 1.6% | 184 | 1.8% | +0.2 |
| Source: Fall 2014 FHDA IR&P ODS | | | | | | | | | |
| Percentage Point Gap = financial aid recipient population percent (%) minus De Anza population percent (%) | | | | | | | | | |

Success Indicator: Course Completion

CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. COURSE COMPLETION. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Methodology

We used the percentage point gap methodology to assess any disparity in successful course completion for our target student populations. Successful course completion is defined as a credit course for which a student received a recorded grade of A, B, C or Pass/Credit. The analyses for this section of the report reflect two steps. First, we provide the course completion rate, which is calculated by taking each subgroup's course completion count and dividing it by their respective course enrollment count. Secondly, we provide the percentage point gap by taking each subgroup's course completion rate minus the college course completion rate. The State Chancellor's Office has determined a percentage point gap where $x \leq -3.0$, is evidence of disproportionate impact. We referenced the California Community Colleges Chancellor's Office (CCCCO) Data Mart fall 2014 data for age, gender and race/ethnicity. In order to analyze course completion for low-income, disabled, foster youth and veterans, we used fall 2014 local data.

Data Analysis

In fall 2014, De Anza's course completion rate was 74.2%.

Age: Students in age groups 18 to 24 and 25 to 34 complete courses at an average rate of 73.2%, giving these two age groups each a negative percentage point gap of -1.0. Students age 35 and over complete courses above the college's completion rate at 80% or higher.

Gender: The female course completion rate is 76.8%, resulting in a positive percentage point gap of +2.6. Male course completion rate of 71.9% is lower than their female counterpart and the college course completion rate; and therefore, they have a negative percentage point gap of -2.4.

Race/Ethnicity: With the exception of Asian (79.4%) and White (77.3%), all other racial/ethnic group's completion rate is below the college completion rate. Among our target populations, African American completion rate is 59.5% and Latina/o is 64.9%, or a negative percentage point gap of -14.7 and -9.3, respectively. CCCCCO Data Mart does not disaggregate Asian. In order to assess Filipino course completion rate, we utilized our local data and determined that their completion rate is 73.8%, giving Filipino a negative percentage point gap of -0.4.

Special Student Groups (low-income, disabled, foster youth, and veterans): Looking at our special student groups, the percentage point gap in ascending order is as follows: foster youth (-14.1), low income (-7.3), veterans (+1.1), and disabled (+5.9).

Key Takeaway for Target Populations

Based on the percentage point gap analysis for course completion, and looking at our target student populations, De Anza negative gaps are found in the following seven student groups:

1. African American (-14.7)
2. Foster youth (-14.1)
3. Latina/o (-9.3)
4. Low-Income (-7.3)
5. Male (-2.4)
6. Ages 18 to 24 (-1.1) and 25 to 34 (-1.0)
7. Filipino (-0.3)

In Table 8.0, we calculated the number of additional students needed to move these seven groups to the college's course completion rate. For example, we needed African American students to have an additional 312 successful course completions in order for their completion rate to be 74.2% rather than their actualize rate of 59.5%. We prioritized the seven aforementioned groups to reflect target groups experiencing disproportionately impact: African American, foster youth, Latina/o and low-income students.

| Table 7.0 Course Completion by Age, Gender, Race/Ethnicity, and Special Student Groups, Fall 2014 | | | | | | | |
|--|-------------------|---------|-------------------|---------|------------------------|---------|----------------------|
| Target Populations | Course Enrollment | | Course Completion | | Course Completion Rate | | Percentage Point Gap |
| | Count | Percent | Count | Percent | Subgroup | College | |
| Age | | | | | | | |
| 14 to 17 years | 2,075 | 3.4% | 1,759 | 3.9% | 84.8% | 74.2% | N/A |
| 18 to 24 years | 44,624 | 73.6% | 32,631 | 72.6% | 73.1% | 74.2% | -1.1 |
| 25 to 34 years | 8,994 | 14.8% | 6,586 | 14.6% | 73.2% | 74.2% | -1.0 |
| 35 to 49 years | 3,289 | 5.4% | 2,653 | 5.9% | 80.7% | 74.2% | +6.4 |
| 50 years and over | 1,614 | 2.7% | 1,343 | 3.0% | 83.2% | 74.2% | +9.0 |
| Total | 60,596 | 100.0% | 44,972 | 100.0% | 74.2% | - | - |
| Gender | | | | | | | |
| Female | 28,983 | 47.8% | 22,253 | 49.5% | 76.8% | 74.2% | +2.6 |
| Male | 31,285 | 51.6% | 22,481 | 50.0% | 71.9% | 74.2% | -2.4 |
| Unknown | 328 | 0.5% | 238 | 0.5% | 72.6% | 74.2% | -1.7 |
| Total | 60,596 | 100.0% | 44,972 | 100.0% | 74.2% | - | - |
| Race/Ethnicity | | | | | | | |
| African American | 2,123 | 3.5% | 1,263 | 2.8% | 59.5% | 74.2% | -14.7 |
| American Indian/ Native American | 90 | 0.1% | 56 | 0.1% | 62.2% | 74.2% | -12.0 |
| Asian* | 26,983 | 44.5% | 21,433 | 47.7% | 79.4% | 74.2% | +5.2 |
| Latina/o | 15,678 | 25.9% | 10,182 | 22.6% | 64.9% | 74.2% | -9.3 |
| Multi-Ethnic | 2,911 | 4.8% | 2,109 | 4.7% | 72.4% | 74.2% | -1.8 |
| Pacific Islander | 260 | 0.4% | 181 | 0.4% | 69.6% | 74.2% | -4.6 |
| Unknown/Other Race | 1,032 | 1.7% | 844 | 1.9% | 81.8% | 74.2% | +7.6 |
| White | 11,519 | 19.0% | 8,904 | 19.8% | 77.3% | 74.2% | +3.1 |
| Total | 60,596 | 100.0% | 44,972 | 100.0% | 74.2% | - | - |
| Filipino** | 3,598 | 7.4% | 2,655 | 7.4% | 73.8% | 74.2% | -0.4 |
| Special Student Groups | | | | | | | |
| Low-Income | 9,165 | 18.8% | 6,130 | 17.0% | 66.9% | 74.2% | -7.3 |
| Disabled | 1,656 | 3.4% | 1,326 | 3.7% | 80.1% | 74.2% | +5.9 |
| Foster Youth | 346 | 0.7% | 208 | 0.6% | 60.1% | 74.2% | -14.1 |
| Veterans | 879 | 1.8% | 662 | 1.8% | 75.3% | 74.2% | +1.1 |
| Source: Fall 2014 CCCCO Data Mart; Fall 2014 FHDA IR&P ODS | | | | | | | |
| Course Completion Rate = course completion count divided by course enrollment count | | | | | | | |
| Percentage Point Gap = subgroup course completion rate (%) minus college course completion rate (%) | | | | | | | |
| *CCCO Data Mart does not disaggregate Asian. | | | | | | | |
| **Filipino is detached from the race/ethnicity analysis since we utilized our local data to assess Filipino course completion. | | | | | | | |

| Table 8.0 Number of Additional Students Needed to Have Avoided a Negative Gap, Fall 2014 | | | | |
|--|----------------|-------------------|---|-----|
| Equity Gap - Target Populations (ascending order) | Percent Loss | Course Enrollment | Additional Students Needed to Move Subgroup to College Completion Rate* | |
| 1 African American | 14.7 | 2,123 | 312 | |
| 2 Foster Youth | 14.1 | 346 | 49 | |
| 3 Latina/o | 9.3 | 15,678 | 1,458 | |
| 4 Low Income | 7.3 | 9,165 | 669 | |
| 5 Male | 2.4 | 31,285 | 750 | |
| 6 | 18 to 24 years | 1.1 | 44,624 | 490 |
| | 25 to 34 years | 1.0 | 8,994 | 89 |
| 7 Filipino | 0.4 | 3,598 | 15 | |
| *Calculated by multiplying subgroup's percent loss (%) and their respective course enrollment count. | | | | |

CAMPUS-BASED RESEARCH: ACADEMIC PROBATION

B. ACADEMIC PROBATION. Compare the percentage of each population group that is on academic probation to the percentage of each group that enrolled at the college.

Methodology

We used the percentage point gap methodology to determine if there is a difference between students on academic probation and their representation at De Anza. For the analyses, academic probation is defined as any student whose cumulative GPA falls below a 2.0 for two consecutive terms. Additionally, we looked at the student population age 18 and over since our concurrently enrolled students (age 17 and younger) have embedded interventions that prevent two-term academic probation.

The academic probation analyses reflect two steps. First, we provide the academic probation rate, which is calculated by taking each subgroup's academic probation count and dividing it by their respective enrollment headcount. Secondly, since academic probation is the *inverse* of a positive student outcome, the percentage point gap is calculated in this section of the report by taking the college academic probation rate minus each subgroup's academic probation rate. The State Chancellor's Office has determined a percentage point gap where $x \leq -3.0$, is evidence of disproportionate impact.

Data Analysis

In fall 2014, De Anza's two-term academic probation rate was 9.6%.

Age: The highest academic probation rate of 12.2% was found among 18 to 24 year-olds. Their rate is twice as much as students age 25 to 34 (6.2%). Students age 18 to 24 are the only age group to have a negative percentage point gap at -2.6.

Gender: Two-term academic probation rate for females is 8.3% and for males is 10.8%. Male students have a negative percentage point gap of -1.2.

Race/Ethnicity: Latina/o students account for the majority (44.3%) of two-term academic probations, followed by Asian (23.3%), and White (12.5%). The finding on our Latina/o student is troubling considering they account for a little over one-quarter of our student population, but they account for nearly half of all the two-term academic probations. Similarly, our African American and Filipino students are likely to be on two-term academic probation—their academic probation rates are 18.2% and 11.1%, respectively. When compared to the college's academic probation rate of 9.6%, all of our target populations have negative percentage point gaps: -8.6 for African American, -6.6 for Latina/o, and -1.5 for Filipino.

Special Student Groups (low-income, disabled, foster youth, and veterans): We recognize that more concerted effort needs to be made to reduce the number of low-income and foster youth students on academic probation, particularly foster youth. They account for 0.7% of our adult-age student population, but one in every six foster youth students is on two-term academic probation. Foster youth and low-income students are the only special student groups to have negative percentage point gaps of -6.8 and -2.9, respectively.

Key Takeaway for Target Populations

Based on the percentage point gap analysis for two-term academic probation, and looking at our target student populations, De Anza's negative gaps are found in the seven student groups listed below. These student groups are also the same groups we observed that have the largest negative gaps for course completion.

1. African American (-8.6)
2. Foster youth (-6.8)
3. Latina/o (-6.6)
4. Low-Income (-2.9)
5. Age 18 to 24 (-2.6)
6. Filipino (-1.5)
7. Male (-1.2)

In Table 10.0, we calculated the number of students needed to be *removed* from two-term academic probation in order to move these seven groups to the college's two-term academic probation rate. For example, we needed 11 *fewer* foster youths on academic probation in order for their academic probation rate to be 9.6% rather than their current rate of 16.4%.

While we want to remove all students from academic probation, we recognize that many of our target groups have academic probation rates that are well above the college rate; and therefore, in the short term, our goal is to reduce their academic probation rates to 9.6% or lower. We prioritized the seven aforementioned groups to reflect target groups experiencing disproportionate impact: African American, foster youth, Latina/o, and low-income students. These target populations for academic probation interventions are the same groups we prioritized for closing course completion gaps. Therefore, in the next section, *Course Completion: Goals, Activities, Funding, and Evaluation*, we outline our activities that go hand-in-hand to *decrease* two-term academic probations and *increase* course completions.

| Table 9.0 Two-Term Academic Probation by Age, Gender, Race/Ethnicity, and Special Student Groups, Fall 2014 | | | | | | | |
|--|-----------------------------|---------|-------------------------------|---------|-------------------------|---------|----------------------|
| Target Populations | Age 18 and Older Population | | Academic Probation Population | | Academic Probation Rate | | Percentage Point Gap |
| | Count | Percent | Count | Percent | Subgroup | College | |
| Age | | | | | | | |
| 18 to 24 years | 15,141 | 65.5% | 1,850 | 83.6% | 12.2% | 9.6% | -2.6 |
| 25 to 34 years | 4,925 | 21.3% | 305 | 13.8% | 6.2% | 9.6% | +3.4 |
| 35 to 49 years | 1,938 | 8.4% | 48 | 2.2% | 2.5% | 9.6% | +7.1 |
| 50 years and over | 1,107 | 4.8% | 10 | 0.5% | 0.9% | 9.6% | +8.7 |
| Total | 23,111 | 100.0% | 2,213 | 100.0% | 9.6% | - | - |
| Gender | | | | | | | |
| Female | 11,125 | 48.1% | 918 | 41.5% | 8.3% | 9.6% | +1.3 |
| Male | 11,851 | 51.3% | 1,284 | 58.0% | 10.8% | 9.6% | -1.2 |
| Unknown | 135 | 0.6% | 11 | 0.5% | 8.1% | 9.6% | +1.4 |
| Total | 23,111 | 100.0% | 2,213 | 100.0% | 9.6% | - | - |
| Race/Ethnicity | | | | | | | |
| African American | 1,056 | 4.6% | 192 | 8.7% | 18.2% | 9.6% | -8.6 |
| American Indian/ Native American | 115 | 0.5% | 10 | 0.5% | 8.7% | 9.6% | +0.9 |
| Asian | 8,719 | 37.7% | 516 | 23.3% | 5.9% | 9.6% | +3.7 |
| Filipino | 1,642 | 7.1% | 182 | 8.2% | 11.1% | 9.6% | -1.5 |
| Latina/o | 6,052 | 26.2% | 981 | 44.3% | 16.2% | 9.6% | -6.6 |
| Pacific Islander | 177 | 0.8% | 19 | 0.9% | 10.7% | 9.6% | -1.2 |
| Unknown | 514 | 2.2% | 36 | 1.6% | 7.0% | 9.6% | +2.6 |
| White | 4,836 | 20.9% | 277 | 12.5% | 5.7% | 9.6% | +3.8 |
| Total | 23,111 | 100.0% | 2,213 | 100.0% | 9.6% | - | - |
| Special Student Groups | | | | | | | |
| Low-Income | 4,506 | 19.5% | 560 | 25.3% | 12.4% | 9.6% | -2.9 |
| Disabled | 995 | 4.3% | 42 | 1.9% | 4.2% | 9.6% | +5.4 |
| Foster Youth | 159 | 0.7% | 26 | 1.2% | 16.4% | 9.6% | -6.8 |
| Veterans | 393 | 1.7% | 29 | 1.3% | 7.4% | 9.6% | +2.2 |
| Source: Fall 2014 FHDA IR&P ODS | | | | | | | |
| Academic Probation Rate = academic probation count divided by population count | | | | | | | |
| Percentage Point Gap = college academic probation rate (%) minus subgroup academic probation rate (%) | | | | | | | |

| Table 10.0 Number of Students Needed to be Removed from Two-Term Academic Probation to Have Avoided a Negative Gap, Fall 2014 | | | |
|--|--------------|----------------------|--|
| Equity Gap - Target Populations (ascending order) | Percent Loss | Enrollment Headcount | Number of Fewer Students Needed to Move Subgroup to College Academic Probation Rate* |
| 1 African American | 8.6 | 1,056 | 91 |
| 2 Foster Youth | 6.8 | 159 | 11 |
| 3 Latina/o | 6.6 | 6,052 | 399 |
| 4 Low-Income | 2.9 | 4,506 | 130 |
| 5 18 to 24 years | 2.6 | 15,141 | 394 |
| 6 Filipino | 1.5 | 1,642 | 25 |
| 7 Male | 1.2 | 11,851 | 142 |
| *Calculated by multiplying subgroup's percent loss (%) and their respective enrollment headcount. | | | |

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION & ACADEMIC PROBATION

GOAL B.1: The goal is to *improve course completion* for target populations experiencing disproportionate impact.

GOAL B.2: The goal is to *reduce two-term academic probation* for target populations experiencing disproportionate impact.

Based on our college research, our target populations for course completion and academic probation are the same student groups:

| Target Population(s) | Achievement Gap, 2014 | | Desired Goal, 2020 | |
|---------------------------|-----------------------|---|----------------------|----------------------------|
| | Current Gap | Number of Students Needed to Move Subgroups to College Rate | Percentage Point Gap | Numeric Goal |
| Course Completion | | | | |
| 1a. African American | -14.7 | 312 | Reduce gap to -12.7 | 43 additional completions |
| 2a. Foster Youth | -14.1 | 49 | Reduce gap to -12.1 | 7 additional completions |
| 3a. Latina/o | -9.3 | 1,458 | Reduce gap to -8.3 | 157 additional completions |
| 4a. Low-Income | -7.3 | 669 | Reduce gap to -6.3 | 91 additional completions |
| Academic Probation | | | | |
| 1b. African American | -8.6 | 91 | Reduce gap to -6.6 | 21 <i>fewer</i> students |
| 2b. Foster Youth | -6.8 | 11 | Reduce gap to -4.8 | 3 <i>fewer</i> students |
| 3b. Latina/o | -6.6 | 399 | Reduce gap to -5.6 | 60 <i>fewer</i> students |
| 4b. Low-Income | -2.9 | 130 | Reduce gap to -1.9 | 44 <i>fewer</i> students |

ACTIVITIES: COURSE COMPLETION AND TWO-TERM ACADEMIC PROBATION (B.1.1 to B.2.16)

Note: Increasing completion rates and combatting academic probation rates go hand-in-hand; therefore, the following activities are planned to simultaneously address goals B.1 and B.2. The activities listed in this section of the report are intended to support the success of student population(s) found to be disproportionately impacted. We also detail services and programming that facilitate positive outcomes for all students.

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|----------------|--|---|---|---|---|------------------------|----------------|---|
| | X | Curriculum/course development or adaptation | | Professional development | African American male, 50 Filipino male, 100 Latino male, 150 | Sep 2015 - Mar 2016 | \$30,000 | \$337,867 counselors, staff and student ambassa- dors from SSSP |
| | X | Direct student support | X | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ planning | | | | |
| | | Outreach | X | Student services or other categorical program | | | | |
| B.1.1 B.2.1 | <p>Activity Plan (implement): Men of Color Initiative</p> <p>Our Student Success & Retention Services team will develop and coordinate activities for the Men of Color Initiative (MCI), which was developed to help guide, connect and engage our African American and Latino male students. Some MCI activities include the following:</p> <ul style="list-style-type: none"> • Provide \$200 book vouchers to 100 students • Conduct focus groups of African American and Latina/o male high school students and their counselors (up to 60 students and 10 counselors) to identify needs and develop strategies to better serve students • Develop a hip hop workshop aimed to empower and educate 100 students about the importance of higher education and career exploration through a culture that resonates with them • Organize a Men of Color Summit and a Men of Color Mentoring Program for male students to develop positive self-perception, identify career and transfer pathways, build skills to influence others, and create and foster a support network • Coordinate field trips to University of California and California State University campuses | | | <p>Team Lead: Men of Color Initiative Counselors</p> | | | | |

| ID | Activity Type(s) | | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|--|--|-----------------------|----------------------------|----------------|---|---|---|--------------------------|--|------------------------|----------|----------------------------|---|------------------------|--|-------------------------|--|----------------------------------|--|--|--|----------|---|--|
| <p><u>Link to Goal:</u> The book vouchers will help students acquire the textbooks they need to be successful in their courses and alleviate one college expense for them. Focus groups will help our college assess expectations and potential areas of development to meet the needs of incoming, first-time college students from our underserved male populations. The workshop and summit will help students examine contemporary cultures and their lives through hip hop music, tying their education with topics that are relevant and interesting to their generation. Participation and retention in the mentoring program will help male students stay on track with built-in support from peer mentors. Additionally, the program counselors will build rapport and provide guidance to male students in order to help them stay focused and engaged with their educational goals.</p> <p><u>Evaluation:</u> Program counselors will track the number of students who request book vouchers to determine current and future demand. They will also collect data from the focus groups and use the data to assess areas of need and develop effective strategies that assist in boosting equity activities for targeted groups. Finally, they will track the number of African American and Latino male students served and provide reporting in their annual program review.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">X</td> <td style="width: 25%;">Curriculum/course development or adaptation</td> <td style="width: 5%; text-align: center;">X</td> <td style="width: 25%;">Professional development</td> <td rowspan="4" style="width: 15%;">African American, 50 Latina/o, 100 Low Income, 175 Foster Youth, 25</td> <td rowspan="4" style="width: 10%;">Sep 2015 - Jun 2016</td> <td rowspan="4" style="width: 10%;">\$20,000</td> <td rowspan="4" style="width: 10%;">\$15,000 IMPACT AAPI</td> </tr> <tr> <td style="text-align: center;">X</td> <td>Direct student support</td> <td></td> <td>Research and evaluation</td> </tr> <tr> <td></td> <td>Instructional support activities</td> <td></td> <td>Student equity coordination/ Planning</td> </tr> <tr> <td></td> <td>Outreach</td> <td style="text-align: center;">X</td> <td>Student services or other categorical program</td> </tr> </table> | | | | | | | | | X | Curriculum/course development or adaptation | X | Professional development | African American, 50 Latina/o, 100 Low Income, 175 Foster Youth, 25 | Sep 2015 - Jun 2016 | \$20,000 | \$15,000 IMPACT AAPI | X | Direct student support | | Research and evaluation | | Instructional support activities | | Student equity coordination/ Planning | | Outreach | X | Student services or other categorical program |
| X | Curriculum/course development or adaptation | X | Professional development | African American, 50 Latina/o, 100 Low Income, 175 Foster Youth, 25 | Sep 2015 - Jun 2016 | \$20,000 | \$15,000 IMPACT AAPI | | | | | | | | | | | | | | | | | | | | | |
| X | Direct student support | | Research and evaluation | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Instructional support activities | | Student equity coordination/ Planning | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Outreach | X | Student services or other categorical program | | | | | | | | | | | | | | | | | | | | | | | | | |
| B.1.2 B.2.2 | <p><u>Activity Plan (implement):</u> Expanding Learning Communities/Curricular Pathways Team Lead: Learning in Communities and Student Success & Retention Services</p> <p>The Learning Communities that generally have high participation from African American and Latina/o students include: First Year Experience, Latina/o Empowerment at De Anza, Learning in Communities, Puente Project, and Umoja Scholars Program. A new curricular pathway that combines developmental Reading, English, Academic Support, Counseling, and Humanities (REACH) will be implemented to serve student athletes of color. Counselors from each Learning Community program will work with the newly hired Student Success & Retention Services Counselor dedicated to African American and Latina/o students.</p> <p><u>Link to Goal:</u> Participation and retention in the aforementioned programs will help African American and Latina/o students stay on track as each of the programs have built-in support from peer students and a dedicated counselor.</p> <p><u>Evaluation:</u> Learning Communities will retain at least 80% of their students. Each student success and retention program will track the number of African American and Latina/o students served and provide reporting in their annual program review.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| ID | Activity Type(s) | | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|----------------|---|---|--|--|---|------------------------|-----------------|------------------|
| | X | Curriculum/course development or adaptation | X | Professional development | African American, 50 Filipino, 100 Latina/o, 100 Low Income, 125 Disabled, 50 Foster Youth, 25 Veterans, 25 | Sep 2015 - Dec 2016 | \$12,000 | \$0 |
| | | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ Planning | | | | |
| | | Outreach | | Student services or other categorical program | | | | |
| B.1.3 B.2.3 | <p>Activity Plan (implement): High Impact Practices Seminars Team Lead: Office of Equity, Social Justice & Multicultural Education</p> <p>The student equity program coordinator II will assist with the high impact practices (HIP) seminars development and training of instructors, counselors and staff who work with our target populations across the campus. The program coordinator II will collaborate with already existing HIP programs such as Learning Communities to develop models for scaling up, in addition to identifying new opportunities for the integration of HIP and equity praxis outside of programs already engaged in related practices. Basic skills will be infused across the seminars in an effort to deepen linkages between Basic Skills Initiative and Student Equity.</p> <p>Link to Goal: The student equity program coordinator II will provide critical training and resources to those interfacing with our target populations. The support from the Office of Equity, Social Justice & Multicultural Education will ensure our efforts are in alignment with our equity initiatives and that our indicator goals are met.</p> <p>Evaluation: The student equity program coordinator II will track the number of HIP seminar participants and evaluate the programs for the successful implementation. Additionally, HIP seminar participants will receive pre- and post-tests of their learning and ability to implement HIP for access specific goals. The student equity research analyst will analyze these results and suggest further research if needed.</p> | | | | | | | |
| B.1.4 B.2.4 | | Curriculum/course development or adaptation | | Professional development | Foster Youth, 30 | Jan 2016 - Dec 2016 | \$30,000 | \$30,000 RISE |
| X | Direct student support | | Research and evaluation | | | | | |
| | Instructional support activities | | Student equity coordination/ Planning | | | | | |
| | Outreach | X | Student services or other categorical program | | | | | |

| ID | Activity Type(s) | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|----------------------------------|---|--------------------------|--|-----------------------|-----------------|----------------|
| | <p>Activity Plan (implement): Foster Youth Support Services/RISE Program</p> <p>Our college has partnered with the Silicon Valley’s Children’s Fund (SCVF) to implement the program Relationship Inspiring Scholar Excellence (RISE) on our campus. RISE was developed to specifically address the high first-year dropout rate. The first year of college is a difficult transition for many young people, and even more so for foster youth who cannot rely on strong family support. SVCF campus-based RISE coaches (some of them former foster youth) create integrated support systems for new college students. De Anza currently has a RISE coach in our Counseling and Student Success Division Center.</p> <p>Current services available to foster youth include academic counseling, financial aid, Extended Opportunities Programs and Services, tutoring, psychological services, health services and low-cost local transit passes. Additional services being implemented include book loans, book vouchers, gas cards, peer mentoring and targeted outreach to recruit more foster youth to attend our college.</p> <p>Link to Goal: The Foster Youth Support Services/RISE Program will help first-time college student transition to college life by providing critical foster youth student services and facilitating course completions, graduation and transfer.</p> <p>Evaluation: The foster youth counselor will track the number of foster youth served and provide reporting in their annual program review.</p> | | | | | |
| B.1.5 B.2.5 | Curriculum/course development or adaptation | Professional development | Veterans, 300 | Jan 2016- Dec 2016 | \$40,000 | \$0 |
| Direct student support | Research and evaluation | | | | | |
| Instructional support activities | Student equity coordination/ Planning | | | | | |
| Outreach | X Student services or other categorical program | | | | | |
| | <p>Activity Plan (implement): Veterans Resource Center</p> <p>The Veterans Resource Center will serve 300 veteran students. The center will provide book vouchers, wrap-around support services, academic counseling/advising, personal counseling, educational planning, career services, mentoring, veteran resources fairs, workshops, and provide a space for veteran students to build a sense of community. The veterans counselor and veterans resource specialist will work collaboratively to staff the Resource Center. The Veterans Resource Center will also provide \$200 book vouchers for 100 veteran students.</p> <p>Link to Goal: The book vouchers will help students acquire the textbooks they need to be successful in their courses and alleviate one college expense for them. The veterans counselor and other staff will support student success by helping to reduce academic probation rates and improving completion, graduation and transfer rates of veteran students.</p> <p>Evaluation: The Veterans Resource Center Program is expected to improve course completion rates for veterans by 2% and decrease academic probation by 1%.</p> | | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|----------------|--|---|---|--|---|-----------------|----------------|
| | | Curriculum/course development or adaptation | X | Professional development | African American, 50 Filipino, 100 Latina/o, 100 Low Income, 125 Disabled, 50 Foster Youth, 25 Veterans, 25 | \$14,000 | \$0 |
| | | Direct student support | | Research and evaluation | | | |
| | | Instructional support activities | X | Student equity coordination/ Planning | | | |
| | | Outreach | | Student services or other categorical program | | | |
| B.1.6 B.2.6 | <p>Activity Plan (implement): Equity Core Teams Team Lead: Office of Equity, Social Justice, and Multicultural Education</p> <p>The Equity Core Teams, which consists of faculty, staff and students, will review division equity data and develop strategic plans for addressing gaps and implementing high impact practices (HIP) in their respective areas. The Equity Core Teams are informed by and modeled after research and literature on Diversity Dialogue Groups, Faculty Interest Groups, The Equity Framework, and Courageous Conversations. The Office of Equity, Social Justice and Multicultural Education director, program coordinator and administrative assistant will provide training, coaching support and coordination of the Equity Core Teams' program. This program will also invite experts from the field to provide equity coaching and program design consultation.</p> <p>Link to Goal: The Equity Office director and student equity program coordinator II will provide critical training, coaching and resources to those working with our target populations, as well as assist with curriculum enhancements, unconscious bias trainings, facilitation support, and team-specific development around the five equity indicators and related HIP. This support will further ensure our efforts are in alignment and our indicator goals are met.</p> <p>Evaluation: Participation in the Equity Core Team will be tracked and their programs evaluated for the successful implementation of HIP. Additionally, Equity Core Team participants will complete the Harvard Implicit Bias Test and a pre- and post-test of their learning. The student equity research analyst will analyze these results and provide suggestions for further research if needed.</p> | | | | | | |
| B.1.7 B.2.7 | | Curriculum/course development or adaptation | | Professional development | Foster Youth, 50 | \$28,724 | \$0 |
| | X | Direct student support | | Research and evaluation | | | |
| | | Instructional support activities | | Student equity coordination/ Planning | | | |
| | | Outreach | X | Student services or other categorical program | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|----------------|--|---|---|--|-----------------------|-----------------|----------------|
| | <p>Activity Plan (hire): Foster Youth Counselor</p> <p>The Office of Student Services will hire one new foster youth counselor who will be dedicated to serving current and former foster youth enrolled at the college. This new counselor will facilitate students' academic progress by assisting foster youth with course selection, development of educational and career goals, review of their educational plan, and transfer planning. In addition, the counselor will work closely with the other college service areas to assess needs and resources for foster youth and provide appropriate support on campus and through referrals to community resources. The counselor will work with grants and other programs associated with providing intensive support services to the college's foster youth. The counselor will also be a point-of-contact to facilitate academic probation interventions and connect foster youth to academic support services to ensure their retention and success.</p> <p>Link to Goal: The counselor will build rapport and provide guidance to foster youth students in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p>Evaluation: The counselor will strive to see at least 50 foster youth students and track the number of foster youth students served. The counselor will also provide reporting in the annual program review.</p> | | | | | | |
| B.1.8 | Curriculum/course development or adaptation | | Professional development | Veterans, 200 | Jan 2016 - Dec 2016 | \$28,724 | \$0 |
| B.2.8 | X Direct student support | | Research and evaluation | | | | |
| | Instructional support activities | | Student equity coordination/ planning | | | | |
| | Outreach | X | Student services or other categorical program | | | | |
| B.1.8 B.2.8 | <p>Activity Plan (hire): Veterans Counselor</p> <p>The Office of Student Services will hire one new veterans counselor who will be dedicated to serving veteran students enrolled at the college. This new counselor will facilitate students' academic progress by assisting veterans with course selection, development of educational and career goals, review of their educational plan, and transfer planning. In addition, the counselor will work closely with the veterans resource specialist and the Veterans Resource Center to assess needs and resources for veterans and provide appropriate support on campus and through referrals to community resources. The counselor will also be a point-of-contact to facilitate academic probation interventions and connect veterans to academic support services to ensure their retention and success.</p> <p>Link to Goal: The counselor will build rapport and provide guidance to veteran students in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p>Evaluation: The counselor will strive to see at least 200 veteran students and track the number of students served. The counselor will also provide reporting in the annual program review.</p> | | | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|---|------------------|--|---|--|---|------------------------|----------------|------------------------------|
| B.1.9 B.2.9 | | Curriculum/course development or adaptation | | Professional development | African American, 60 Latina/o, 120 | Jan 2016 - Dec 2016 | \$28,724 | \$0 |
| | X | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ Planning | | | | |
| | | Outreach | X | Student services or other categorical program | | | | |
| <p>Activity Plan (hire): Student Success and Retention Services-Umoja Counselor Team Lead: Office of Instruction</p> <p>The Office of Instruction will hire one new Student Success and Retention Services-Umoja Counselor to assist African American and Latina/o students with their course planning. The counselor will be a point-of-contact to facilitate academic probation interventions, including: encouraging students to participate in Learning Communities such as First Year Experience, Higher Education for AB540 Students, Latina/o Empowerment at De Anza, Learning in Communities, Math Performance Success, Puente Project and Umoja Scholars Program; facilitating students' academic progress and attendance at tutoring sessions; and coordinating the development of a new Umoja Learning Community that is aligned with the statewide Umoja Consortium efforts.</p> <p>Link to Goal: The counselor will build rapport and provide guidance to African American and Latina/o students in order to help them stay focused and engaged with their educational goals.</p> <p>Evaluation: The counselor will strive to see at least 50 African American and 120 Latina/o students. The Student Success and Retention Services program will track the number of African American and Latina/o students served and provide reporting in their annual program review.</p> | | | | | | | | |
| B.1.10 B.2.10 | X | Curriculum/course development or adaptation | | Professional development | African American, 50 Filipino, 50 Latina/o, 50 Low Income, 150 Disabled, 50 Foster Youth, 25 Veterans, 25 | Sep 2015 - Dec 2016 | \$13,182 | \$40,000 AANAPISI/ BSI |
| | X | Direct student support | | Research and evaluation | | | | |
| | X | Instructional support activities | | Student equity coordination/ planning | | | | |
| | | Outreach | | Student services or other categorical program | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|--------|---|---|---|---|--|------------------------|----------------|-----|
| | <p>Activity Plan (hire): Peer Mentoring Program Coordinator Team Lead: Office of Instruction</p> <p>The Office of Instruction will hire one peer mentoring program coordinator (.250 FTE REASSIGNED) to develop a campus-wide Peer Mentoring Program. This new Peer Mentoring Program will serve African American, Filipino, Latina/o, low-income, foster youth and veteran students and implement the following activities:</p> <ul style="list-style-type: none"> • Culturally responsive peer mentor training for students and faculty • Course assigned peer mentors for in areas with limited student services (e.g., Auto Tech, Biology, Business, Computer Science, etc.) • Peer support to navigate college life • Leadership development and skills training in working with campus and external partners | | | | | | | |
| | <p>Link to Goal: Participation and retention in the aforementioned program will assist students with staying on track, as each program will have built-in support from peer mentors.</p> | | | | | | | |
| | <p>Evaluation: The peer mentoring program coordinator will track the number of students served and provide reporting in their annual program review.</p> | | | | | | | |
| B.1.11 | | Curriculum/course development or adaptation | X | Professional development | African American, 60 Filipino, 50 Latina/o, 175 Low Income, 300 Foster Youth, 25 | Sep 2015 - Dec 2016 | \$48,108 | \$0 |
| | | Direct student support | | Research and evaluation | | | | |
| X | | Instructional support activities | | Student equity coordination/ planning | | | | |
| X | | Outreach | X | Student services or other categorical program | | | | |
| B.2.11 | <p>Activity Plan (hire): Director of Student Success and Retention Services Team Lead: Office of Instruction</p> <p>The Office of Instruction will hire one director of Student Success and Retention Services (SSRS) to coordinate and expand SSRS programs such as Summer Bridge, First Year Experience, Puente Project, and Umoja Scholars Program within the context of Student Success and Support Program and Student Equity initiatives. The director will collaborate with SSRS counselors/coordinators, Learning in Communities, Student Success Center, and instructional departments to track students' course and degree/certification completion.</p> | | | | | | | |
| | <p>Link to Goal: The director of Student Success and Retention Services will be an additional support team member who will help assist with student success and equity initiatives.</p> | | | | | | | |
| | <p>Evaluation: Each program will track the number of African American, Filipino and Latina/o students served and provide reporting in their annual program review.</p> | | | | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|---|------------------|---|---|--|--|------------------------|----------------|-----|
| B.1.12 B.2.12 | | Curriculum/course development or adaptation | X | Professional development | African American, 50 Filipino, 50 Latina/o, 100 Low Income, 100 Foster Youth, 50 Veterans, 50 | Dec 2015- Dec 2016 | \$33,590 | \$0 |
| | | Direct student support | | Research and evaluation | | | | |
| | X | Instructional support activities | | Student equity coordination/ Planning | | | | |
| | X | Outreach | X | Student services or other categorical program | | | | |
| <p>Activity Plan (hire): Director of STEM Pathways Team Lead: Physical Sciences, Mathematics, and Engineering Division</p> <p>The Physical Sciences, Mathematics and Engineering Division will hire one director of STEM Pathways to coordinate the Statway and Math Performance and Success Programs to ensure access and quality instruction for African American, Filipino and Latina/o students. The director will develop campus partnerships with SSRS programs, Learning in Communities, Outreach and Relations with Schools, Business/Computer Science, and Biological and Health Sciences.</p> <p>Link to Goal: The director of STEM Pathways is an additional support team member and will help with student success and equity initiatives.</p> <p>Evaluation: The director of STEM Pathways will track the number of African American, Filipino and Latina/o students served and provide reporting in their annual program review.</p> | | | | | | | | |
| B.1.13 B.2.13 | | Curriculum/course development or adaptation | X | Professional development | African American, 50 Filipino, 75 Latina/o, 100 Low Income, 75 | Nov 2015 - Dec 2016 | \$44,576 | \$0 |
| | | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | X | Student equity coordination/ Planning | | | | |
| | | Outreach | | Student services or other categorical program | | | | |
| <p>Activity Plan (continued position): Student Equity Program Coordinator II Team Lead: Office of Equity, Social Justice & Multicultural Education</p> <p>The Office of Equity, Social Justice and Multicultural Education will hire one program coordinator II to support the college's student equity planning initiatives and activities. The program coordinator II will assist with creating linkages among student success programs, professional development trainings and overall strategic planning and implementation.</p> <p>Link to Goal: The program coordinator II will work specifically with students, faculty and staff on strategies to apply our equity conceptual framework, campus-wide collaborations and high impact practices that could be utilized to support our target populations.</p> | | | | | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|--------|---|---|---|--|-----------------------|-----------------|----------------|
| | <u>Evaluation:</u> The Program Coordinator II will assist with the delivery of professional development trainings and programs, and provide coaching as needed. | | | | | | |
| B.1.14 | Curriculum/course development or adaptation | | Professional development | N/A, ongoing support of Office of Equity and Staff Development Equity Related Professional development | Jan 2016 - Dec 2016 | \$14,812 | \$0 |
| | Direct student support | | Research and evaluation | | | | |
| | Instructional support activities | X | Student equity coordination/ planning | | | | |
| | Outreach | | Student services or other categorical program | | | | |
| B.2.14 | <p><u>Activity Plan (hire):</u> Office of Equity Administrative Assistant Team Lead: Office of Equity, Social Justice, & Multicultural Education</p> <p>The Office of Equity, Social Justice and Multicultural Education will hire an administrative assistant to support the equity office and staff development office in meeting the college's equity planning goals and activities. The administrative assistant will specifically assist with budget tracking, record keeping, contracting, conference/training/workshop logistics, scheduling and related office administration. In addition, the administrative assistant will also support linkages between the Office of Equity and Staff Development, which includes assisting with Partners In Learning, Service Excellence, and equity-related programs that emphasize supporting classified staff in creating a welcoming environment for students and identifying linkages to the equity indicators.</p> <p><u>Link to Goal:</u> The administrative assistant will work with the equity office as well as those accessing services from these campus-wide offices.</p> <p><u>Evaluation:</u> The administrative assistant will help with all equity programming and services related to the state equity report initiatives.</p> | | | | | | |
| B.1.15 | Curriculum/course development or adaptation | | Professional development | N/A, ongoing data analysis | Sep 2015 - Jun 2016 | \$24,294 | \$0 |
| B.2.15 | Direct student support | X | Research and evaluation | | | | |
| | Instructional support activities | | Student equity coordination/ Planning | | | | |
| | Outreach | | Student services or other categorical program | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|------------------|---|---|---|---|--|------------------------|----------------|-----|
| | Activity Plan (continued position): Student Equity Research Analyst | | | | | | | |
| | <p>Team Lead: Office of Instruction</p> <p>The Office of Instruction has hired a research analyst to support state-mandated equity reporting. The research analyst is building rapport and working with various college areas and programs to communicate the equity analysis and help embed evaluation/metrics into program activities that support and enhance equity initiatives. Furthermore, for professional development-related activities, the student equity research analyst will analyze and compare the course completion rates from courses taught by faculty participating in the training and those who were not able to participate.</p> <p>Link to Goal: The research analyst is communicating equity findings on target populations: age, gender, African American, Filipino, Latina/o, low-income, disabled, foster youth and veteran students.</p> <p>Evaluation: The research analyst provides equity data analysis during spring and fall quarters when the Equity Plan is undergoing planning and reporting to the governance groups. In addition, the Research Analyst provides ad hoc equity analysis as needed.</p> | | | | | | | |
| | | Curriculum/course development or adaptation | X | Professional development | African American, 75 Filipino, 75 Latina/o, 75 Low Income, 25 Disabled, 50 Foster Youth, 50 Veterans, 50 | Sep 2015 - Dec 2016 | \$18,488 | \$0 |
| | | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | X | Student equity coordination/ planning | | | | |
| | | Outreach | | Student services or other categorical program | | | | |
| B.1.16 B.2.16 | Activity Plan (hire): Director of Equity Office (70% faculty reassigned time) | | | | | | | |
| | <p>Team Lead: Office of Instruction</p> <p>The director or the Office of Equity, Social Justice and Multicultural Education will receive 70% reassigned time for related program development, co-facilitation of the high impact practices series, oversight and development of equity core team programs and services, supervision of the student equity program coordinator and equity office administrative assistant and related state equity work. The director will also assist with the deepening of campus partnerships with Student Success and Retention Services programs, Learning in Communities, Outreach and Relations with Schools, Umoja, Higher Education for AB540 Students, Jean Miller Center for Gender and Sexualities, Foster Youth Programs, Disability Support Programs and Services, and Veterans Resource Center to ensure HIP implementation and linkages between identified strategies for student success.</p> <p>Link to Goal: The director will be a key leader and an additional support team member to assist with student success and equity initiatives.</p> <p>Evaluation: The director will track the number of faculty, staff and administrators who participate in key professional development programs and the correlation with their participation and student impact. The student equity research analyst will analyze professional development and coaching program completion and related student impact.</p> | | | | | | | |

Success Indicator: ESL and Basic Skills Completion

CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

- C. ESL AND BASIC SKILLS COMPLETION.** 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 English or math course compared to the number of those students who complete such a final ESL or basic skills English or math course.

Methodology

We used the percentage point gap methodology to assess any disparity in ESL and basic skills completion by our target populations: age, gender, race/ethnicity, low-income, disabled, foster youth and veterans. Successful course completion is defined as a credit course for which a student received a recorded grade of A, B, C or Pass/Credit. The analyses in this section reflects two steps: (1) we provide the ESL and basic skills completion rate, which is calculated by taking each subgroup's completion count and dividing it by their respective ESL/basic skills course enrollment count, and (2) we provide the percentage point gap by taking each subgroup's completion rate minus the college ESL/basic skills completion rate. The State Chancellor's Office has determined a percentage point gap where $x \leq -3.0$, is evidence of disproportionate impact.

We utilized the California Community Colleges Chancellor's Office (CCCCO) 2014 Scorecard to disaggregate ESL and basic skills completion by age, gender, race/ethnicity, low-income and disabled students. The Scorecard tracks a cohort of students for six years and consists of students who first enrolled in a course below college level in ESL, English and math during 2008-09 and completed a college-level course in the same discipline. In order to evaluate ESL and basic skills completion for foster youth and veterans, we linked the Scorecard data to our local data.

Data Analysis

In 2014, De Anza's completion rate for ESL was 46.5%, 73.1% for basic skills English and 53.8% for basic skills math.

Age

Summary: There appears to be an inverse relationship between age and ESL and basic skills completion—older age students are less likely to complete. Our students will spend an average of 3.5 years at our college, wherein they are likely to experience other life stages and competing demands, such as work, childcare and familial obligations. We recognize that we have more work to do in order to help our students be successful and persist to the next basic skills sequence. Students age 18 to 24 comprise the majority of ESL and basic skills course enrollment. Their completion rates in ESL and basic skills English is higher than the college rate; and in basic skills math, their course success rate is comparable to the college average. More detailed findings are provided below.

ESL Completion: Students age 18 to 24 comprise half (49.9%) of all ESL course enrollments and the majority (67.1%) of ESL course completion. Their ESL course completion rate of 62.5% is well above the college average rate, resulting in a positive percentage point gap of +16.0. With

the exception of the age group under 17 years, all other age groups have negative percentage point gaps, suggesting that there is an inverse relationship between age and ESL completion.

Basic Skills English Completion: Students age 18 to 24 comprise the majority (83.0%) of all basic skills English enrollment, and the majority (85.9%) of its successful completion. Their basic skills English completion rate of 75.6% is above the college average rate, resulting in a positive percentage point gap of +2.5. All other age groups have negative percentage gaps, indicating there is an inverse relationship between age and basic skills English completion.

Basic Skills Math Completion: While young adults age 18 to 24 have basic skills math completion rate (53.8%) that is analogous to the college, we would like to see their completion rate be higher. Students age 25 to 34 have a lower completion rate of 45.9%; and therefore, a negative percentage point gap of -8.0.

Gender

Summary: Female and male students complete ESL and basic skills math at comparable rates. More detailed findings are provided below.

ESL Completion: The male student ESL course completion rate is 48.4%, which is above their female counterpart (45.4%) and the college completion rate. Female students have a negative percentage point gap of -1.1.

Basic Skills English Completion: The female student basic skills English completion rate is 75.5%, which is above both male students (70.8%) and the college average rate. Male students have a negative percentage point gap of -2.3.

Basic Skills Math Completion: Female and male students complete basic skills math at roughly similar rates, 55.5% and 52.2%, respectively. Compared to the college rate, female students have a positive percentage point gap of +1.7, whereas male students have a negative gap at -1.6.

Race/Ethnicity

Summary: Asian students outperform their racial/ethnic counterparts in ESL and basic skills completion. Among our target student groups, Filipino students have higher ESL and basic skills completion rates than African American and Latina/o students. More detailed findings are provided below.

ESL Completion: Asian (53.4%) and Filipino (50.0%) students are the only two racial/ethnic groups to have ESL course completion rates that are higher than the college average rate. However, considering that Asians account for two-thirds of all ESL course enrollments, we would like to see their ESL completion rate be higher. Similarly, we would like to see the ESL completion rate for Filipino increase as well. For our remaining racial/ethnic target groups, African American (includes African ancestry) and Latina/o, they each have negative percentage point gaps of -22.7 and -22.3, respectively.

Basic Skills English Completion: Asian is the only racial/ethnic group to have a basic skills English completion rate (83.2%) that is higher than the college average rate. Among our racial/ethnic target populations, Filipino has the highest basic skills English completion rate of 71.9%, followed by African American (66.4%), and Latina/o (63.9%). Since all three of our racial/ethnic target groups' rates fall below the college completion rate, accordingly they each have a negative percentage gap: Latina/o (-9.2), African American (-6.7), and Filipino (-1.2).

Basic Skills Math Completion: Among our target populations, Filipino is the only group to have a positive percentage point gap of +2.0; however, we would like to see their basic skills math completion rate be higher. Similarly, we would like to see African American and Latina/o students' math completion rate increase as they both are below the college rate at 44.4% and 44.9%, respectively. Asian (+14.5) and White (+0.5) are the only racial/ethnic groups to have positive percentage point gaps.

Special Student Groups (low-income, disabled, foster youth, and veterans)

Summary: An evaluation of our ESL and basic skills completion rates for our special student groups did not reveal quite a clear trend as compared to our age, gender and racial/ethnic analyses. We could *directionally* report that our special student groups appear to fare relatively well in ESL completion given their positive percentage point gaps. This is not quite the case when we look at basic skills English and math—foster youth, low-income, and disabled student completion rates could be improved. More detailed findings are provided below.

ESL Completion: Low-income students have an ESL completion rate of 47.8%, which is slightly above the college average rate, and gives them a positive percentage point gap of +1.3. Data for disabled, foster youth and veteran students returned an ESL cohort of fewer than 10 students. Due to the small size, we did not make an assessment of their ESL completion data.

Basic Skills English Completion: We have more work to do to assist our special student groups in completing basic skills English; notably, our foster youth (-26.7), disabled (-12.2), and low-income (-3.0) students who have completion rates that lags behind the college rate. Veterans are the only special student group to have a positive percentage point gap at +23.5.

Basic Skills Math Completion: Foster youth has the lowest basic skills math completion rate at 25.9% for a negative percentage point gap of -27.9. All other special student groups have completion rates that are comparable to the college: low-income (53.6%), disabled (54.5%), and veterans (63.2%).

Key Takeaway for Target Populations

De Anza's negative gaps for ESL and basic skills completion are found in the target groups listed below. A cursory gauge reveals that African American, Latina/o, foster youth, and 25 to 24 year-olds appear most frequently across the three indicators.

| <u>ESL</u> | <u>Basic Skills English</u> | <u>Basic Skills Math</u> |
|-----------------------------|-----------------------------|----------------------------|
| 1. African American (-22.7) | 1. Foster Youth (-26.7) | 1. Foster Youth (-27.9) |
| 2. Latina/o (-22.3) | 2. Age 25 to 34 (-12.8) | 2. African American (-9.5) |
| 3. Age 25 to 34 (-15.1) | 3. Disabled (-12.2) | 3. Latina/o (-8.9) |
| 4. Female (-1.1) | 4. Latina/o (-9.2) | 4. Age 25 to 34 (-8.0) |
| | 5. African American (-6.7) | 5. Male (-1.6) |
| | 6. Low-Income (-3.0) | 6. Low-Income (-0.2) |
| | 7. Male (-2.3) | |
| | 8. Filipino (-1.2) | |

In Tables 12.0, 14.0 and 16.0, we calculated the number of additional students needed to move these target groups to the college completion rates for ESL and basic skills. For example, for ESL

completion, while the gaps for African American and Latina/o students at first glance appear large, if we had five and 13 additional ESL completions from African American and Latina/o students, respectively, their ESL completion rate would be 46.5% rather than their rate of 23.8% and 24.1%, respectively.

| Table 11.0 ESL Completion by Age, Gender, Race/Ethnicity, and Special Student Groups, 2014 (2008-09 Cohort) | | | | | | | |
|--|-----------------------|---------|-----------------------|---------|---------------------|---------|----------------------|
| Target Populations | ESL Course Enrollment | | ESL Course Completion | | ESL Completion Rate | | Percentage Point Gap |
| | Count | Percent | Count | Percent | Subgroup | College | |
| Age | | | | | | | |
| Under 17 years | 31 | 3.4% | 28 | 6.6% | 90.3% | 46.5% | N/A |
| 18 to 24 years | 453 | 49.9% | 283 | 67.1% | 62.5% | 46.5% | +16.0 |
| 25 to 34 years | 201 | 22.1% | 63 | 14.9% | 31.3% | 46.5% | -15.1 |
| 35 to 49 years | 193 | 21.3% | 45 | 10.7% | 23.3% | 46.5% | -23.2 |
| 50 years and over | 30 | 3.3% | 3 | 0.7% | 10.0% | 46.5% | -36.5 |
| Total | 908 | 100.0% | 422 | 100.0% | 46.5% | - | - |
| Gender | | | | | | | |
| Female | 571 | 62.9% | 259 | 61.4% | 45.4% | 46.5% | -1.1 |
| Male | 337 | 37.1% | 163 | 38.6% | 48.4% | 46.5% | +1.9 |
| Unknown* | 0 | 0.0% | 0 | 0.0% | 0.0% | 46.5% | N/A |
| Total | 908 | 100.0% | 422 | 100.0% | 46.5% | - | - |
| Race/Ethnicity | | | | | | | |
| African American | 21 | 2.3% | 5 | 1.2% | 23.8% | 46.5% | -22.7 |
| American Indian/ Native American* | 7 | 0.8% | 2 | 0.5% | 28.6% | 46.5% | -17.9 |
| Asian | 599 | 66.0% | 320 | 75.8% | 53.4% | 46.5% | +6.9 |
| Filipino | 14 | 1.5% | 7 | 1.7% | 50.0% | 46.5% | +3.5 |
| Latina/o | 58 | 6.4% | 14 | 3.3% | 24.1% | 46.5% | -22.3 |
| Pacific Islander* | 3 | 0.3% | 0 | 0.0% | 0.0% | 46.5% | -46.5 |
| Unknown | 85 | 9.4% | 32 | 7.6% | 37.6% | 46.5% | -8.8 |
| White | 121 | 13.3% | 42 | 10.0% | 34.7% | 46.5% | -11.8 |
| Total | 908 | 100.0% | 422 | 100.0% | 46.5% | - | - |
| Special Student Groups | | | | | | | |
| Low-Income | 272 | 30.0% | 130 | 30.8% | 47.8% | 46.5% | +1.3 |
| Disabled* | 9 | 1.0% | 7 | 1.7% | 77.8% | 46.5% | +31.3 |
| Foster Youth* | 2 | 0.2% | 1 | 0.2% | 50.0% | 46.5% | +3.5 |
| Veterans* | 5 | 0.6% | 3 | 0.7% | 60.0% | 46.5% | +13.5 |
| Source: 2014 CCCCO Scorecard (2008-09 cohort); 2014 FHDA IR&P ODS | | | | | | | |
| ESL Completion Rate = ESL course completion count divided by ESL course enrollment count | | | | | | | |
| Percentage Point Gap = subgroup ESL completion rate (%) minus college ESL completion rate (%) | | | | | | | |
| *Cohorts with fewer than ten need not be analyzed due to low reliability (T. Leigh, personal communication, August 28, 2015) | | | | | | | |

| Table 12.0 Number of Additional Students Needed to Have Avoided a Negative Gap, 2014 (2008-09 cohort) | | | | |
|--|------------------|--------------|-----------------------|---|
| Equity Gap - Target Populations (ascending order) | | Percent Loss | ESL Course Enrollment | Additional Students Needed to Move Subgroup to College Completion Rate* |
| 1 | African American | 22.7 | 21 | 5 |
| 2 | Latina/o | 22.3 | 58 | 13 |
| 3 | 25 to 34 years | 15.1 | 201 | 30 |
| 4 | Female | 1.1 | 571 | 6 |
| *Calculated by multiplying subgroup's percent loss (%) and their respective ESL course enrollment count. | | | | |

| Table 13.0 Basic Skills English Completion by Age, Gender, Race/Ethnicity, and Special Student Groups, 2014 (2008-09 Cohort) | | | | | | | |
|---|--|---------|--|---------|--------------------------------------|---------|----------------------|
| Target Populations | Basic Skills English Course Enrollment | | Basic Skills English Course Completion | | Basic Skills English Completion Rate | | Percentage Point Gap |
| | Count | Percent | Count | Percent | Subgroup | College | |
| Age | | | | | | | |
| Under 17 years | 132 | 6.5% | 96 | 6.4% | 72.7% | 73.1% | N/A |
| 18 to 24 years | 1,698 | 83.0% | 1,284 | 85.9% | 75.6% | 73.1% | +2.5 |
| 25 to 34 years | 136 | 6.7% | 82 | 5.5% | 60.3% | 73.1% | -12.8 |
| 35 to 49 years | 60 | 2.9% | 25 | 1.7% | 41.7% | 73.1% | -31.4 |
| 50 years and over | 19 | 0.9% | 8 | 0.5% | 42.1% | 73.1% | -31.0 |
| Total | 2,045 | 100.0% | 1,495 | 100.0% | 73.1% | - | - |
| Gender | | | | | | | |
| Female | 1,001 | 48.9% | 756 | 50.6% | 75.5% | 73.1% | +2.4 |
| Male | 1,044 | 51.1% | 739 | 49.4% | 70.8% | 73.1% | -2.3 |
| Unknown* | 0 | 0.0% | 0 | 0.0% | 0.0% | 73.1% | N/A |
| Total | 2,045 | 100.0% | 1,495 | 100.0% | 73.1% | - | - |
| Race/Ethnicity | | | | | | | |
| African American | 107 | 5.2% | 71 | 4.7% | 66.4% | 73.1% | -6.7 |
| American Indian/ Native American* | 7 | 0.3% | 4 | 0.3% | 57.1% | 73.1% | -16.0 |
| Asian | 698 | 34.1% | 581 | 38.9% | 83.2% | 73.1% | +10.1 |
| Filipino | 171 | 8.4% | 123 | 8.2% | 71.9% | 73.1% | -1.2 |
| Latina/o | 424 | 20.7% | 271 | 18.1% | 63.9% | 73.1% | -9.2 |
| Pacific Islander | 32 | 1.6% | 13 | 0.9% | 40.6% | 73.1% | -32.5 |
| Unknown | 200 | 9.8% | 144 | 9.6% | 72.0% | 73.1% | -1.1 |
| White | 406 | 19.9% | 288 | 19.3% | 70.9% | 73.1% | -2.2 |
| Total | 2,045 | 100.0% | 1,495 | 100.0% | 73.1% | - | - |
| Special Student Groups | | | | | | | |
| Low-Income | 797 | 39.0% | 559 | 37.4% | 70.1% | 73.1% | -3.0 |
| Disabled | 110 | 5.4% | 67 | 4.5% | 60.9% | 73.1% | -12.2 |
| Foster Youth | 28 | 1.4% | 13 | 0.9% | 46.4% | 73.1% | -26.7 |
| Veterans | 29 | 1.4% | 28 | 1.9% | 96.6% | 73.1% | +23.5 |
| Source: 2014 CCCCO Scorecard (2008-09 cohort); 2014 FHDA IR&P ODS | | | | | | | |
| Basic Skills English Completion Rate = English course completion count divided by English course enrollment count | | | | | | | |
| Percentage Point Gap = subgroup English completion rate (%) minus college English completion rate (%) | | | | | | | |
| *Cohorts with fewer than ten need not be analyzed due to low reliability (T. Leigh, personal communication, August 28, 2015) | | | | | | | |

| Table 14.0 Number of Additional Students Needed to Have Avoided a Negative Gap, 2014 (2008-09 cohort) | | | | |
|---|------------------|--------------|--|---|
| Equity Gap - Target Populations (ascending order) | | Percent Loss | Basic Skills English Course Enrollment | Additional Students Needed to Move Subgroup to Overall Completion Rate* |
| 1 | Foster Youth | 26.7 | 28 | 8 |
| 2 | 25 to 34 years | 12.8 | 136 | 17 |
| 3 | Disabled | 12.2 | 110 | 13 |
| 4 | Latina/o | 9.2 | 424 | 39 |
| 5 | African American | 6.7 | 107 | 7 |
| 6 | Low-Income | 3.0 | 797 | 24 |
| 7 | Male | 2.3 | 1,044 | 24 |
| 8 | Filipino | 1.2 | 171 | 2 |
| *Calculated by multiplying subgroup's percent loss (%) and their respective basic skills English course enrollment count. | | | | |

| Table 15.0 Basic Skills Math Completion by Age, Gender, Race/Ethnicity, and Special Student Groups, 2014 (2008-09 Cohort) | | | | | | | |
|--|-------------------------------------|---------|-------------------------------------|---------|-----------------------------------|---------|----------------------|
| Target Populations | Basic Skills Math Course Enrollment | | Basic Skills Math Course Completion | | Basic Skills Math Completion Rate | | Percentage Point Gap |
| | Count | Percent | Count | Percent | Subgroup | College | |
| Age | | | | | | | |
| Under 17 years | 129 | 5.5% | 82 | 6.5% | 63.6% | 53.8% | N/A |
| 18 to 24 years | 1,881 | 79.8% | 1,012 | 79.7% | 53.8% | 53.8% | 0.0 |
| 25 to 34 years | 229 | 9.7% | 105 | 8.3% | 45.9% | 53.8% | -8.0 |
| 35 to 49 years | 99 | 4.2% | 60 | 4.7% | 60.6% | 53.8% | +6.8 |
| 50 years and over | 20 | 0.8% | 10 | 0.8% | 50.0% | 53.8% | -3.8 |
| Total | 2,358 | 100.0% | 1,269 | 100.0% | 53.8% | - | - |
| Gender | | | | | | | |
| Female | 1,166 | 49.4% | 647 | 51.0% | 55.5% | 53.8% | +1.7 |
| Male | 1,192 | 50.6% | 622 | 49.0% | 52.2% | 53.8% | -1.6 |
| Unknown* | 0 | 0.0% | 0 | 0.0% | 0.0% | 53.8% | N/A |
| Total | 2,358 | 100.0% | 1,269 | 100.0% | 53.8% | - | - |
| Race/Ethnicity | | | | | | | |
| African American | 142 | 6.0% | 63 | 5.0% | 44.4% | 53.8% | -9.5 |
| American Indian/ Native American | 13 | 0.6% | 7 | 0.6% | 53.8% | 53.8% | 0.0 |
| Asian | 445 | 18.9% | 304 | 24.0% | 68.3% | 53.8% | +14.5 |
| Filipino | 224 | 9.5% | 125 | 9.9% | 55.8% | 53.8% | +2.0 |
| Latina/o | 606 | 25.7% | 272 | 21.4% | 44.9% | 53.8% | -8.9 |
| Pacific Islander | 39 | 1.7% | 17 | 1.3% | 43.6% | 53.8% | -10.2 |
| Unknown | 287 | 12.2% | 154 | 12.1% | 53.7% | 53.8% | -0.2 |
| White | 602 | 25.5% | 327 | 25.8% | 54.3% | 53.8% | +0.5 |
| Total | 2,358 | 100.0% | 1,269 | 100.0% | 53.8% | - | - |
| Special Student Groups | | | | | | | |
| Low-Income | 892 | 37.8% | 478 | 37.7% | 53.6% | 53.8% | -0.2 |
| Disabled | 112 | 4.7% | 61 | 4.8% | 54.5% | 53.8% | +0.6 |
| Foster Youth | 27 | 1.1% | 7 | 0.6% | 25.9% | 53.8% | -27.9 |
| Veterans | 38 | 1.6% | 24 | 1.9% | 63.2% | 53.8% | +9.4 |
| Source: 2014 CCCCO Scorecard (2008-09 cohort); 2014 FHDA IR&P ODS | | | | | | | |
| Basic Skills Math Completion Rate = math course completion count divided by math course enrollment count | | | | | | | |
| Percentage Point Gap = subgroup math completion rate (%) minus college math completion rate (%) | | | | | | | |
| *Cohorts with fewer than ten need not be analyzed due to low reliability (T. Leigh, personal communication, August 28, 2015) | | | | | | | |

| Table 16.0 Number of Additional Students Needed to Have Avoided a Negative Gap, 2014 | | | | |
|--|--------------|-------------------------------------|---|--|
| Equity Gap - Target Populations (ascending order) | Percent Loss | Basic Skills Math Course Enrollment | Additional Students Needed to Move Subgroup to Overall Completion Rate* | |
| 1 Foster Youth | 27.9 | 27 | 8 | |
| 2 African American | 9.5 | 142 | 13 | |
| 3 Latina/o | 8.9 | 606 | 54 | |
| 4 25 to 34 years | 8.0 | 229 | 18 | |
| 5 Male | 1.6 | 1,192 | 19 | |
| 6 Low-Income | 0.2 | 892 | 2 | |
| *Calculated by multiplying subgroup's percent loss (%) and their respective basic skills math course enrollment count. | | | | |

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL C.1: The goal is to improve ESL completion for target populations experiencing disproportionate impact.

GOAL C.2: The goal is to improve basic skills English completion for target populations experiencing disproportionate impact.

GOAL C.3: The goal is to improve basic skills Math completion for target populations experiencing disproportionate impact.

| Target Population(s) | Achievement Gap, 2014 | | Desired Goal, 2020 | |
|---|-----------------------|--|-------------------------------|---------------------------|
| | Current Gap | Additional Students Needed to Move Subgroups to College Rate | Percentage Point Gap* | Numeric Goal |
| ESL Completion | | | | |
| 1. African American | -22.7 | 5 | Reduce gap by 100% (no gap) | 5 additional completions |
| 2. Latina/o | -22.3 | 13 | Reduce gap by 50% or to -11.2 | 7 additional completions |
| 3. Age 25 to 34 | -15.1 | 30 | Reduce gap by 33% or to -10.1 | 10 additional completions |
| Basic Skills English Completion | | | | |
| 1. Foster Youth | -26.7 | 8 | Reduce gap by 100% (no gap) | 8 additional completions |
| 2. Age 25 to 34 | -12.8 | 17 | Reduce gap by 50% or to -6.4 | 9 additional completions |
| 3. Disabled | -12.2 | 13 | Reduce gap by 50% or to -6.1 | 7 additional completions |
| 4. Latina/o | -9.2 | 39 | Reduce gap by 33% or to -6.1 | 13 additional completions |
| 5. African American | -6.7 | 7 | Reduce gap by 100% (no gap) | 7 additional completions |
| 6. Low-Income | -3.0 | 24 | Reduce gap by 33% or to -2.0 | 8 additional completions |
| Basic Skills Math Completion | | | | |
| 1. Foster Youth | -27.9 | 8 | Reduce gap by 100% (no gap) | 8 additional completions |
| 2. African American | -9.5 | 13 | Reduce gap by 50% or to -4.8 | 7 additional completions |
| 3. Latina/o | -8.9 | 54 | Reduce gap by 33% or to -6.0 | 18 additional completions |
| 4. Age 25 to 34 | -8.0 | 18 | Reduce gap by 50% or to -4.0 | 9 additional completions |
| *The goal was determined using the following scale: if number of students needed to move subgroup to the college rate is 1-10 students = reduce gap by 100% (no gap); 11-20 students = reduce gap by 50%; and 21 or more students = reduce gap by 33% | | | | |

ACTIVITIES: ESL AND BASIC SKILLS COURSE COMPLETION (C.1.1 to C.3.14)

Note: The activities listed in this section of the report are intended to support the success of student population(s) found to be disproportionately impacted. We also detail services and programming that facilitate positive student outcomes for all students.

| ID | Activity Type(s) | | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|--|----------------------------------|---|---|---|---|------------------------|-----------------|----------------------|
| C.1.1 C.2.1 C.3.1 | X | Curriculum/course development or adaptation | X | Professional development | African American, 50 Latina/o, 100 Low Income, 175 Foster Youth, 25 | Sep 2015 - Jun 2016 | \$30,000 | \$45,000 AANAPISI |
| | X | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ planning | | | | |
| | | Outreach | X | Student services or other categorical program | | | | |
| <p>Activity Plan (implement): Expanding Learning Communities/Curricular Pathways Team Lead: Learning in Communities and Student Success & Retention Services</p> <p>The Learning Communities that generally have high participation from African American and Latina/o students include: First Year Experience, Latina/o Empowerment at De Anza, Learning in Communities, Puente Project, and Umoja Scholars Program. A new curricular pathway that combines developmental Reading, English, Academic Support, Counseling, and Humanities (REACH) will be implemented to serve student athletes of color. Counselors from each Learning Community program will work with the newly hired Student Success & Retention Services Counselor dedicated to African American and Latina/o students.</p> <p>Link to Goal: Participation and retention in the aforementioned programs will assist African American and Latina/o students stay on track as each of the programs have built-in support from peer students and a dedicated counselor.</p> <p>Evaluation: Learning Communities will retain at least 80% of their students. Each student success and retention program will track the number of African American and Latina/o students served and provide reporting in their annual program review.</p> | | | | | | | | |
| C.1.2 C.2.2 C.3.2 | X | Curriculum/course development or adaptation | X | Professional development | African American, 50 Filipino, 100 Latina/o, 100 Low Income, 125 Disabled, 50 Foster Youth, 25 Veterans, 25 | Sep 2015 - Dec 2016 | \$18,000 | \$0 |
| | Direct student support | | Research and evaluation | | | | | |
| | Instructional support activities | | Student equity coordination/ planning | | | | | |
| | Outreach | | Student services or other categorical program | | | | | |

| ID | Activity Type(s) | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | | |
|-------------------------|--|---|---|--|---|-----------------------|----------|-----|
| | Activity Plan (implement): High Impact Practices Seminars | | Team Lead: Office of Equity, Social Justice, & Multicultural Education | | | | | |
| | The student equity program coordinator II will assist with the high impact practices (HIP) seminars development and training of instructors, counselors and staff who work with our target populations across the campus. The program coordinator will collaborate with already existing HIP programs such as Learning Communities to develop models for scaling up, in addition to identifying new opportunities for the integration of HIP and equity praxis outside of programs already engaged in related practices. Basic skills will be infused across the seminars in an effort to deepen linkages between Basic Skills Initiative and Student Equity. | | | | | | | |
| | Link to Goal: The student equity program coordinator II will provide critical training and resources to those interfacing with our target populations. The support from the Office of Equity, Social Justice & Multicultural Education will ensure our efforts are in alignment with our equity initiatives and that our indicator goals are met. | | | | | | | |
| | Evaluation: The student equity program coordinator II will track the number of HIP seminar participants and evaluate the programs for the successful implementation. Additionally, HIP seminar participants will receive pre- and post-tests of their learning and ability to implement HIP for access specific goals. The student equity research analyst will analyze these results and suggest further research if needed. | | | | | | | |
| | X | Curriculum/course development or adaptation | X | Professional development | African American, 50 Filipino, 100 Latina/o, 100 Low Income, 125 Disabled, 50 Foster Youth, 25 Veterans, 25 | Jan 2016- Dec 2016 | \$10,000 | \$0 |
| | | Direct student support | X | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ planning | | | | |
| | | Outreach | | Student services or other categorical program | | | | |
| C.1.3 C.2.3 C.3.3 | Activity Plan (implement): Faculty and Staff Inquiry Tool | | Team Lead: Office of Institutional Research and Planning | | | | | |
| | In winter quarter 2016, De Anza will launch an internal web-based reporting tool where faculty, administrators and staff can access data from completed (graded) terms up to the previous three years, on specific student outcome measures, such as enrollment, success and retention. They will have the capability to (1) disaggregate the data by various student characteristics/groupings, (2) disaggregate the data by various course characteristics, (3) compare outcomes between select courses and student groups, and (4) compare their own section to all other sections aggregated. Faculty, administrators and staff will need to sign in via their MyPortal Employee tab in order to access the inquiry tool. Training will be conducted in phases, and the rollout will include about 75-100 employees. | | | | | | | |
| | Link to Goal: The activity provides employees with convenient, end-of-term access to their student outcomes, disaggregated by course and student characteristics, to aid in the exploration of equitable outcomes for all students. | | | | | | | |
| | Evaluation: The student equity research analyst will track the number of employees who utilize the tool. Additionally, an annual survey will be sent to users to capture feedback on how they used the tool, if any curricular or programmatic changes were made based on information from the tool, and what type of reflection and dialogue stemmed from the information they gathered. | | | | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|--|------------------|---|---|--|---|------------------------|----------------|-----|
| C.1.4 C.2.4 C.3.4 | | Curriculum/course development or adaptation | X | Professional development | African American, 50 Filipino, 100 Latina/o, 100 Low Income, 125 Disabled, 50 Foster Youth, 25 Veterans, 25 | Sep 2015 - Dec 2016 | \$21,000 | \$0 |
| | | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | X | Student equity coordination/ Planning | | | | |
| | | Outreach | | Student services or other categorical program | | | | |
| <p>Activity Plan (implement): Equity Core Teams Team Lead: Office of Equity, Social Justice, & Multicultural Education</p> <p>The Equity Core Teams, which consists of faculty, staff and students, will review division equity data and develop strategic plans for addressing gaps and implementing high impact practices (HIP) in their respective areas. The Equity Core Teams is informed by and modeled after research and literature on Diversity Dialogue Groups, Faculty Interest Groups, The Equity Framework, and Courageous Conversations. The Office of Equity, Social Justice & Multicultural Education director, program coordinator and administrative assistant will provide training, coaching support and coordination of the Equity Core Teams' program. This program will also invite experts from the field to provide equity coaching and program design consultation.</p> <p>Link to Goal: The Equity Office director and student equity program coordinator II will provide critical training, coaching and resources to those working with our target populations, as well as assist with curriculum enhancements, unconscious bias trainings, facilitation support, and team-specific development around the five equity indicators and related HIP. This support will further ensure our efforts are in alignment and our indicator goals are met.</p> <p>Evaluation: Participation in the Equity Core Team will be tracked and their programs evaluated for the successful implementation of HIP. Additionally, Equity Core Teams participants will complete the Harvard Implicit Bias Test and a pre- and post-test of their learning. The student equity research analyst will analyze these results and provide suggestions for further research if needed.</p> | | | | | | | | |
| C.1.5 C.2.5 C.3.5 | | Curriculum/course development or adaptation | | Professional development | Foster Youth, 50 | Jan 2016 - Dec 2016 | \$43,086 | \$0 |
| | X | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ planning | | | | |
| | | Outreach | X | Student services or other categorical program | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|-------------------------|--|---------------------------------------|---|--|-----------------------|-----------------|----------------|
| | <p>Activity Plan (hire): Foster Youth Counselor</p> <p>The Office of Student Services will hire one new foster youth counselor who will be dedicated to serving current and former foster youth enrolled at the college. This new counselor will facilitate students' academic progress by assisting foster youth with course selection, development of educational and career goals, review of their educational plan, and transfer planning. In addition, the counselor will work closely with the other college service areas to assess needs and resources for foster youth and provide appropriate support on campus and through referrals to community resources. The counselor will work with grants and other programs associated with providing intensive support services to the college's foster youth. The counselor will also be a point-of-contact to facilitate academic probation interventions and connect foster youth to academic support services to ensure their retention and success.</p> <p>Link to Goal: The counselor will build rapport and provide guidance to foster youth students in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p>Evaluation: The counselor will strive to see at least 50 foster youth students and track the number of foster youth students served. The counselor will also provide reporting in the annual program review.</p> | | | | | | |
| C.1.6 C.2.6 C.3.6 | | | Curriculum/course development or adaptation | Veterans, 200 | Jan 2016 - Dec 2016 | \$43,086 | \$0 |
| X | | Professional development | | | | | |
| | | Research and evaluation | | | | | |
| | | Student equity coordination/ planning | | | | | |
| | | X | Outreach | | | | |
| | <p>Activity Plan (hire): Veterans Counselor</p> <p>The Office of Student Services will hire one new veterans counselor who will be dedicated to serving veteran students enrolled at the college. This new counselor will facilitate students' academic progress by assisting veterans with course selection, development of educational and career goals, review of their educational plan, and transfer planning. In addition, the counselor will work closely with the veterans resource specialist and the Veterans Resource Center to assess needs and resources for veterans and provide appropriate support on campus and through referrals to community resources. The counselor will also be a point-of-contact to facilitate academic probation interventions and connect veterans to academic support services to ensure their retention and success.</p> <p>Link to Goal: The counselor will build rapport and provide guidance to veteran students in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p>Evaluation: The counselor will strive to see at least 200 veteran students and track the number of students served. The counselor will also provide reporting in the annual program review.</p> | | | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|-------------------------|--|---|---|--|---|------------------------|----------------|------------------------------|
| | | Curriculum/course development or adaptation | | Professional development | African American, 60 Latina/o, 120 | Jan 2016 - Dec 2016 | \$43,086 | \$0 |
| | X | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ Planning | | | | |
| | | Outreach | X | Student services or other categorical program | | | | |
| C.1.7 C.2.7 C.3.7 | <p>Activity Plan (hire): Student Success and Retention Services-Umoja Counselor Team Lead: Office of Instruction</p> <p>The Office of Instruction will hire one new Student Success and Retention Services-Umoja Counselor to assist African American and Latina/o students with their course planning. The counselor will be a point-of-contact to facilitate academic probation interventions, including: encourage students to participate in learning communities such as First Year Experience, Higher Education for AB540 Students, Latina/o Empowerment at De Anza, Learning in Communities, Math Performance Success, Puente Project, and Umoja Scholars Program; facilitate students' academic progress and attendance at tutoring sessions; and coordinate the development of a new Umoja Learning Community that is aligned with the statewide Umoja Consortium efforts.</p> <p>Link to Goal: The counselor will build rapport and provide guidance to African American and Latina/o students in order to help them stay focused and engaged with their educational goals.</p> <p>Evaluation: The counselor will strive to see at least 50 African American and 120 Latina/o students. The Student Success and Retention Services program will track the number of African American and Latina/o students served and provide reporting in their annual program review.</p> | | | | | | | |
| C.1.8 C.2.8 C.3.8 | X | Curriculum/course development or adaptation | | Professional development | African American, 50 Filipino, 50 Latina/o, 50 Low Income, 150 Disabled, 50 Foster Youth, 25 Veterans, 25 | Sep 2015 - Dec 2016 | \$14,182 | \$40,000 AANAPISI/ BSI |
| | X | Direct student support | | Research and evaluation | | | | |
| | X | Instructional support activities | | Student equity coordination/ planning | | | | |
| | | Outreach | | Student services or other categorical program | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|--|---|----------------------------------|--|--|------------------------|-----------------|----------------|
| | Activity Plan (hire): Peer Mentoring Program Coordinator | | | Team Lead: Office of Instruction | | | |
| | <p>The Office of Instruction will hire one peer mentoring program coordinator (.250 FTE REASSIGNED) to develop a campus-wide Peer Mentoring Program. This new Peer Mentoring Program will serve African American, Filipino, Latina/o, low-income, foster youth and veteran students and implement the following activities:</p> <ul style="list-style-type: none"> • Culturally responsive peer mentor training for students and faculty • Course assigned peer mentors for in areas with limited student services (e.g., Auto Tech, Biology, Business, Computer Science, etc.) • Peer support to navigate college life • Leadership development and skills training in working with campus and external partners | | | | | | |
| | Link to Goal: Participation and retention in the aforementioned program will help students stay on track, as each program will have built-in support from peer mentors. | | | | | | |
| Evaluation: The peer mentoring program coordinator will track the number of students served and provide reporting in their annual program review. | | | | | | | |
| C.1.9 C.2.9 C.3.9 | | X | Curriculum/course development or adaptation | African American, 60 Filipino, 50 Latina/o, 175 Low Income, 300 Foster Youth, 25 | Sep 2015 - Dec 2016 | \$72,162 | \$0 |
| | | | Professional development | | | | |
| | X | | Direct student support | | | | |
| | X | | Research and evaluation | | | | |
| X | | Instructional support activities | Student equity coordination/ planning | | | | |
| X | X | Outreach | Student services or other categorical program | | | | |
| | Activity Plan (hire): Director of Student Success and Retention Services | | | Team Lead: Office of Instruction | | | |
| | <p>The Office of Instruction will hire one director of Student Success and Retention Services (SSRS) to coordinate and expand SSRS programs such as Summer Bridge, First Year Experience, Puente Project and Umoja Scholars Program within the context of Student Success and Support Program and Student Equity initiatives. The director will collaborate with SSRS counselors/coordinators, Learning in Communities, Student Success Center and instructional departments to track students' course and degree/certification completion.</p> | | | | | | |
| | Link to Goal: The director of Student Success and Retention Services will be an additional support team member who will assist with student success and equity initiatives. | | | | | | |
| Evaluation: Each program will track the number of African American, Filipino and Latina/o students served and provide reporting in their annual program review. | | | | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|---|------------------|---|---|---|--|------------------------|----------------|-----|
| C.1.10 C.2.10 C.3.10 | | Curriculum/course development or adaptation | X | Professional development | African American, 50 Filipino, 50 Latina/o, 100 Low Income, 100 Foster Youth, 50 Veterans, 50 | Dec 2015- Dec 2016 | \$50,385 | \$0 |
| | | Direct student support | | Research and evaluation | | | | |
| | X | Instructional support activities | | Student equity coordination/ Planning | | | | |
| | X | Outreach | X | Student services or other categorical program | | | | |
| Activity Plan (hire): Director of STEM Pathways | | | | Team Lead: Physical Sciences, Mathematics, and Engineering Division | | | | |
| The Physical Sciences, Mathematics and Engineering Division will hire one director of STEM Pathways to coordinate the Statway and Math Performance and Success Programs to ensure access and quality instruction for African American, Filipino and Latina/o students. The director will develop campus partnerships with SSRS programs, Learning in Communities, Outreach and Relations with Schools, Business/Computer Science, and Biological and Health Sciences. | | | | | | | | |
| Link to Goal: The director of STEM Pathways is an additional support team member and will help with student success and equity initiatives. | | | | | | | | |
| Evaluation: The director of STEM Pathways will track the number of African American, Filipino and Latina/o students served and provide reporting in their annual program review. | | | | | | | | |
| C.1.11 C.2.11 C.3.11 | | Curriculum/course development or adaptation | X | Professional development | African American, 50 Filipino, 75 Latina/o, 100 Low Income, 75 | Nov 2015 - Dec 2016 | \$46,361 | \$0 |
| | | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | X | Student equity coordination/ planning | | | | |
| | | Outreach | | Student services or other categorical program | | | | |
| Activity Plan (continued position): Student Equity Program Coordinator II | | | | Team Lead: Office of Equity, Social Justice, & Multicultural Education | | | | |
| The Office of Equity, Social Justice and Multicultural Education will hire one program coordinator II to support the college's student equity planning initiatives and activities. The program coordinator II will assist with creating linkages among student success programs, professional development trainings and overall strategic planning and implementation. | | | | | | | | |
| Link to Goal: The program coordinator II will work specifically with students, faculty, and staff on strategies to apply our equity conceptual framework, campus-wide collaborations, and high impact practices that could be utilized to support our target populations. | | | | | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|--------|---|---|---|--|-----------------------|-----------------|----------------|
| | <u>Evaluation:</u> The program coordinator II will assist with the delivery of professional development trainings and programs, and provide coaching as needed. | | | | | | |
| C.1.12 | Curriculum/course development or adaptation | | Professional development | N/A, ongoing support of Office of Equity and Staff Development Equity Related Professional development | Jan 2016 - Dec 2016 | \$29,859 | \$0 |
| C.2.12 | Direct student support | | Research and evaluation | | | | |
| C.3.12 | Instructional support activities | X | Student equity coordination/ planning | | | | |
| | Outreach | | Student services or other categorical program | | | | |
| | <p><u>Activity Plan (hire):</u> Office of Equity Administrative Assistant Team Lead: Office of Equity, Social Justice, & Multicultural Education</p> <p>The Office of Equity, Social Justice and Multicultural Education will hire an administrative assistant to support the Equity Office and Staff Development Office in meeting the college's equity planning goals and activities. The administrative assistant will specifically assist with budget tracking, record keeping, contracting, conference/training/workshop logistics, scheduling, and related office administration. In addition, the administrative assistant will support linkages between the Offices of Equity and Staff Development, which includes assisting with Partners In Learning, Service Excellence, and equity-related programs that emphasize supporting classified staff in creating a welcoming environment for students and identifying linkages to the equity indicators.</p> <p><u>Link to Goal:</u> The administrative assistant will work with the Equity Office and those accessing services from these campus-wide offices.</p> <p><u>Evaluation:</u> The administrative assistant will help with all equity programming and services related to the state equity report initiatives.</p> | | | | | | |
| C.1.13 | Curriculum/course development or adaptation | | Professional development | N/A, ongoing data analysis | Sep 2015 - Jun 2016 | \$36,441 | \$0 |
| C.2.13 | Direct student support | X | Research and evaluation | | | | |
| C.3.13 | Instructional support activities | | Student equity coordination/ Planning | | | | |
| | Outreach | | Student services or other categorical program | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|----------------------------------|--|---|--------------------------|--|------------------------|-----------------|----------------|
| | <p>Activity Plan (continued position): Student Equity Research Analyst Team Lead: Office of Instruction</p> <p>The Office of Instruction has hired a research analyst to support state-mandated equity reporting. The research analyst is working with various college areas to communicate the equity analysis and help embed evaluation/metrics into program activities that support and enhance equity initiatives. Furthermore, for professional development-related activities, the student equity research analyst will analyze and compare the course completion rates from courses taught by faculty participating in the training and those who were not able to participate.</p> <p><u>Link to Goal:</u> The research analyst is communicating equity findings on target populations: age, gender, African American, Filipino, Latina/o, low-income, disabled, foster youth and veteran students.</p> <p><u>Evaluation:</u> The research analyst provides equity data analysis during spring and fall quarters when the Equity Plan is undergoing planning and reporting to the governance groups. In addition, the research analyst provides ad hoc equity analysis as needed.</p> | | | | | | |
| | Curriculum/course development or adaptation | X | Professional development | African American, 75 Filipino, 75 Latina/o, 75 Low Income, 25 Disabled, 50 Foster Youth, 50 Veterans, 50 | Sep 2015 - Dec 2016 | \$37,758 | \$0 |
| Direct student support | | Research and evaluation | | | | | |
| Instructional support activities | X | Student equity coordination/planning | | | | | |
| Outreach | | Student services or other categorical program | | | | | |
| C.1.14 C.2.14 C.3.14 | <p>Activity Plan (hire): Director of Equity Office (70% faculty reassigned time) Team Lead: Office of Instruction</p> <p>The director or the Office of Equity, Social Justice and Multicultural Education will receive 70% reassigned time for related program development, co-facilitation of the high impact practices series, oversight and development of equity core team programs and services, supervision of the student equity program coordinator and equity office administrative assistant, and related state equity work. The director will also assist with the deepening of campus partnerships with Student Success and Retention Services programs, Learning in Communities, Outreach and Relations with Schools, Umoja, Higher Education for AB540 Students, Jean Miller Center for Gender and Sexualities, Foster Youth Programs, Disability Support Programs and Services, and Veterans Resource Center to ensure HIP implementation and linkages between identified strategies for student success.</p> <p><u>Link to Goal:</u> The director will be a key leader and an additional support team member to assist with student success and equity initiatives.</p> <p><u>Evaluation:</u> The director will track the number of faculty, staff and administrators who participate in key professional development programs and the correlation with their participation and student impact. The student equity research analyst will analyze professional development and coaching program completion and related student impact.</p> | | | | | | |

Success Indicator: Degree and Certificate Completion

CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. DEGREE AND CERTIFICATE COMPLETION. 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 as documented in the student educational plan developed with a counselor/advisor.

Methodology

We analyzed degree completion separately from certificate completion as some student groups may be more inclined to seek a degree versus a certificate and vice versa. Degree and certificate completion data was disaggregated by age, gender, race/ethnicity, low-income, disabled, foster youth and veterans; and the percentage point gap methodology was used to assess achievement gaps.

The analyses in this section reflect two steps. First, we provide the degree completion rate, which is calculated by taking each subgroup's completion count and dividing it by their respective degree-seeking population count. Secondly, we provide the percentage point gap by taking each subgroup's completion rate minus the college degree completion rate. The same steps were repeated for certificate completion. The State Chancellor's Office has determined a percentage point gap where $x \leq -3.0$, is evidence of disproportionate impact.

We utilized the California Community Colleges Chancellor's Office (CCCCO) 2014 Scorecard to disaggregate degree and certificate completion by age, gender, race/ ethnicity, low income, and disabled target populations. The criteria to be in a Scorecard cohort reflects the percentage of first-time students with a minimum of 6.0 units earned who attempted any English or math course in the first three years and achieved a degree or certificate within six years of entry. The cohort for this report started in 2008-09. In order to evaluate degree and certificate completion for foster youth and veterans, we linked the Scorecard data to our local data.

Data Analysis

In the 2014 Scorecard, De Anza had 638 degree and 99 certificate completions. The college degree and certificate completion rates are 18.5% and 2.9%, respectively.

Age

Summary: For most of the age subgroups, their degree and certificate completion rates are comparable to the college rate. Students age 18 to 24 has certificate completion rate that is analogous and degree completion rate that is higher than the college. More detailed findings are provided below.

Degree Completion: With the exception of students age 25 to 49 years, all other age groups' degree completion rates are above the college's average rate. Specifically, 18 to 24 year-olds have a degree completion rate of 19.8% for a positive percentage point gap of +1.4.

Certificate Completion: All age groups have certificate completion rates that are on par or higher than the college rate. Students age 18 to 24 have a completion rate of 2.8%.

Gender

Summary: Male students' degree and certificate completion rates are lower than female students. In addition, male students' degree completion rate is lower than the college rate. More detailed findings are provided below.

Degree Completion: The male student degree completion rate of 15.2% trails the rate for female students (22.0%) and the college (18.5%). Therefore, males have a negative percentage point gap of -3.2.

Certificate Completion: Though male students' certificate completion rate (2.3%) is comparable to the college, they are less likely than their female counterparts to earn a certificate.

Race/Ethnicity:

Summary: Asian, White and Latina/o students comprise more than three-fourths of degrees and certificates earned. This is not too surprising since they represent the majority of degree- and certificate-seeking students. Among our target populations, African American, Filipino and Latina/o students have degree completion rates above the college rate. When we examine their certificate completion rates, we find that only African Americans earn certificates higher than the college rate.

Degree Completion: Asians account for the largest percentage of students who earn a degree (40.1%), followed by Whites (20.1%), and Latina/os (17.4%). For our racial/ethnic target populations, they all earn a degree at higher rates than compared to the college, giving them positive percentage point gaps of +4.6 for African American, +3.4 for Filipino and +1.1 for Latina/o. The largest negative percentage point gaps are seen in White (-1.9) and Pacific Islander (-1.4) students.

Certificate Completion: Similar to the trend we observed for degree completion, Asian, White and Latina/o students account for the majority of certificates earned. Compared to the college, our target populations' certificate completion rates are lower; giving them negative percentage point gaps of -1.5 for Filipino and -0.9 for Latina/o. African American is the only racial/ethnic target group to have a positive percentage point gap of +0.7.

Special Student Groups (low income, disabled, foster youth, and veterans)

Summary: Our special student groups fare relatively well in certificate completions, performing equivalent or higher than the college rate. For degree completion, we observe an achievement gap with disabled students.

Degree Completion: Low-income and veteran students have degree completion rates above the college rate at +4.1 and +16.1 respectively. In contrast, disabled students' degree completion rate is lower than the college; consequently, they have a negative percentage point gap of -6.4. Foster youth earn a degree at a comparable rate (18.2%) as the college.

Certificate Completion: All of our special student groups have positive percentage point gaps for certificate completions. Foster youth has the largest gains at +6.2, followed by veterans (+4.8%), disabled (+2.4), and low-income (+0.1).

Key Takeaway for Target Populations

De Anza's negative gaps are found in the target groups listed below. The only group that has a negative percentage point gap in both degree and certificate completion is male students.

| <u>Degree Completion</u> | <u>Certificate Completion</u> |
|--------------------------|-------------------------------|
| 1. Disabled (-6.4) | 1. Filipino (-1.5) |
| 2. Male (-3.2) | 2. Latina/o (-0.9) |
| 3. Age 25 to 34 (-3.0) | 3. Male (-0.6) |
| 4. Foster youth (-0.3) | 4. Age 18 to 24 years (-0.1) |

In Tables 18.0 and 20.0, we calculated the number of additional students needed to move these target groups to the respective college degree and certificate completion rates. For instance, we needed to have 58 additional degree and 11 additional certificate completions from male students to bring their completion rate to 18.5% and 2.9%, respectively. Instead, their actual completion rate is 15.2% for degree and 2.3% for certificate completions.

The certificate completion gaps observed for Filipino, Latina/o, male, and 18 to 24-year olds are above our college State Chancellor's cutoff for disproportionate impact; and therefore we are dedicating our equity efforts to closing the achievement gaps for degree completion. For this reason, we prioritize the aforementioned subgroups and our activities aim to increase degree completion among 25 to 34 year-olds, male and disabled students.

| Table 17.0 Degree Completion by Age, Gender, Race/Ethnicity, and Special Student Groups, 2014 (2008-09 Cohort) | | | | | | | |
|--|---------------------------|---------|-------------------|---------|------------------------|---------|----------------------|
| Target Populations | Degree-Seeking Population | | Degree Completion | | Degree Completion Rate | | Percentage Point Gap |
| | Count | Percent | Count | Percent | Subgroup | College | |
| Age | | | | | | | |
| Under 17 years | 1,285 | 37.2% | 210 | 32.9% | 16.3% | 18.5% | N/A |
| 18 to 24 years | 2,033 | 58.8% | 403 | 63.2% | 19.8% | 18.5% | +1.4 |
| 25 to 34 years | 84 | 2.4% | 13 | 2.0% | 15.5% | 18.5% | -3.0 |
| 35 to 49 years | 45 | 1.3% | 8 | 1.3% | 17.8% | 18.5% | -0.7 |
| 50 years and over | 10 | 0.3% | 4 | 0.6% | 40.0% | 18.5% | +21.5 |
| Total | 3,457 | 100.0% | 638 | 100.0% | 18.5% | - | - |
| Gender | | | | | | | |
| Female | 1,643 | 47.5% | 362 | 56.7% | 22.0% | 18.5% | +3.6 |
| Male | 1,813 | 52.4% | 276 | 43.3% | 15.2% | 18.5% | -3.2 |
| Unknown* | 1 | 0.0% | 0 | 0.0% | 0.0% | 18.5% | N/A |
| Total | 3,457 | 100.0% | 638 | 100.0% | 18.5% | - | - |
| Race/Ethnicity | | | | | | | |
| African American | 139 | 4.0% | 32 | 5.0% | 23.0% | 18.5% | +4.6 |
| American Indian/ Native American | 28 | 0.8% | 5 | 0.8% | 17.9% | 18.5% | -0.6 |
| Asian | 1,408 | 40.7% | 256 | 40.1% | 18.2% | 18.5% | -0.3 |
| Filipino | 224 | 6.5% | 49 | 7.7% | 21.9% | 18.5% | +3.4 |
| Latina/o | 569 | 16.5% | 111 | 17.4% | 19.5% | 18.5% | +1.1 |
| Pacific Islander | 41 | 1.2% | 7 | 1.1% | 17.1% | 18.5% | -1.4 |
| Unknown | 277 | 8.0% | 50 | 7.8% | 18.1% | 18.5% | -0.4 |
| White | 771 | 22.3% | 128 | 20.1% | 16.6% | 18.5% | -1.9 |
| Total | 3,457 | 100.0% | 638 | 100.0% | 18.5% | - | - |
| Special Student Groups | | | | | | | |
| Low-Income | 1,647 | 47.6% | 371 | 58.2% | 22.5% | 18.5% | +4.1 |
| Disabled | 133 | 3.8% | 16 | 2.5% | 12.0% | 18.5% | -6.4 |
| Foster Youth | 33 | 1.0% | 6 | 0.9% | 18.2% | 18.5% | -0.3 |
| Veterans | 26 | 0.8% | 9 | 1.4% | 34.6% | 18.5% | +16.1 |
| Source: 2014 CCCCO Scorecard (2008-09 cohort); 2014 FHDA IR&P ODS | | | | | | | |
| Degree Completion Rate = degree completion count divided by degree-seeking population count | | | | | | | |
| Percentage Point Gap = subgroup degree completion rate (%) minus college degree completion rate (%) | | | | | | | |
| *Cohorts with fewer than ten need not be analyzed due to low reliability (T. Leigh, personal communication, August 28, 2015) | | | | | | | |

| Table 18.0 Number of Additional Students Needed to Have Avoided a Negative Gap, 2014 | | | | |
|--|--------------|---------------------------|---|--|
| Equity Gap - Target Populations (ascending order) | Percent Loss | Degree-Seeking Population | Additional Students Needed to Move Subgroup to Overall Completion Rate* | |
| 1 Disabled | 6.4 | 133 | 9 | |
| 2 Male | 3.2 | 1,813 | 58 | |
| 3 25 to 34 years | 3.0 | 84 | 3 | |
| 4 Foster Youth | 0.3 | 33 | 1 | |
| *Calculated by multiplying subgroup's percent loss (%) and their respective degree-seeking population count. | | | | |

| Table 19.0 Certificate Completion by Age, Gender, Race/Ethnicity, and Special Student Groups, 2014 (2008-09 Cohort) | | | | | | | |
|--|--------------------------------|---------|------------------------|---------|-----------------------------|---------|----------------------|
| Target Populations | Certificate-Seeking Population | | Certificate Completion | | Certificate Completion Rate | | Percentage Point Gap |
| | Count | Percent | Count | Percent | Subgroup | College | |
| Age | | | | | | | |
| Under 17 years | 1,285 | 37.2% | 33 | 33.3% | 2.6% | 2.9% | N/A |
| 18 to 24 years | 2,033 | 58.8% | 57 | 57.6% | 2.8% | 2.9% | -0.1 |
| 25 to 34 years | 84 | 2.4% | 3 | 3.0% | 3.6% | 2.9% | +0.7 |
| 35 to 49 years | 45 | 1.3% | 4 | 4.0% | 8.9% | 2.9% | +6.0 |
| 50 years and over | 10 | 0.3% | 2 | 2.0% | 20.0% | 2.9% | +17.1 |
| Total | 3,457 | 100.0% | 99 | 100.0% | 2.9% | - | - |
| Gender | | | | | | | |
| Female | 1,643 | 47.5% | 58 | 58.6% | 3.5% | 2.9% | +0.7 |
| Male | 1,813 | 52.4% | 41 | 41.4% | 2.3% | 2.9% | -0.6 |
| Unknown* | 1 | 0.0% | 0 | 0.0% | 0.0% | 2.9% | N/A |
| Total | 3,457 | 100.0% | 99 | 100.0% | 2.9% | - | - |
| Race/Ethnicity | | | | | | | |
| African American | 139 | 4.0% | 5 | 5.1% | 3.6% | 2.9% | +0.7 |
| American Indian/ Native American | 28 | 0.8% | 0 | 0.0% | 0.0% | 2.9% | -2.9 |
| Asian | 1,408 | 40.7% | 39 | 39.4% | 2.8% | 2.9% | -0.1 |
| Filipino | 224 | 6.5% | 3 | 3.0% | 1.3% | 2.9% | -1.5 |
| Latina/o | 569 | 16.5% | 11 | 11.1% | 1.9% | 2.9% | -0.9 |
| Pacific Islander | 41 | 1.2% | 1 | 1.0% | 2.4% | 2.9% | -0.4 |
| Unknown | 277 | 8.0% | 8 | 8.1% | 2.9% | 2.9% | 0.0 |
| White | 771 | 22.3% | 32 | 32.3% | 4.2% | 2.9% | +1.3 |
| Total | 3,457 | 100.0% | 99 | 100.0% | 2.9% | - | - |
| Special Student Groups | | | | | | | |
| Low Income | 1,647 | 47.6% | 48 | 48.5% | 2.9% | 2.9% | +0.1 |
| Disabled | 133 | 3.8% | 7 | 7.1% | 5.3% | 2.9% | +2.4 |
| Foster Youth | 33 | 1.0% | 3 | 3.0% | 9.1% | 2.9% | +6.2 |
| Veterans | 26 | 0.8% | 2 | 2.0% | 7.7% | 2.9% | +4.8 |
| Source: 2014 CCCCO Scorecard (2008-09 cohort); 2014 FHDA IR&P ODS | | | | | | | |
| Certificate Completion Rate = certificate completion count divided by certificate-seeking population count | | | | | | | |
| Percentage Point Gap = subgroup certificate completion rate (%) minus college certificate completion rate (%) | | | | | | | |
| *Cohorts with fewer than ten need not be analyzed due to low reliability (T. Leigh, personal communication, August 28, 2015) | | | | | | | |

| Table 20.0 Number of Additional Students Needed to Have Avoided a Negative Gap, 2014 | | | | |
|---|----------------|--------------|--------------------------------|---|
| Equity Gap - Target Populations (ascending order) | | Percent Loss | Certificate-Seeking Population | Additional Students Needed to Move Subgroup to Overall Completion Rate* |
| 1 | Filipino | 1.5 | 224 | 3 |
| 2 | Latina/o | 0.9 | 569 | 5 |
| 3 | Male | 0.6 | 1,813 | 11 |
| 4 | 18 to 24 years | 0.1 | 2,033 | 2 |
| *Calculated by multiplying subgroup's percent loss (%) and their respective certificate-seeking population count. | | | | |

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL D.1: The goal is to improve degree completion for target populations experiencing disproportionate impact.

Note: The certificate completion gaps observed for Filipino, Latina/o, male and 18 to 24-year olds are above the college and State Chancellor's cutoff for disproportionate impact; however, our efforts to close the degree completion gaps will incorporate certificate completion as well.

| Target Population(s) | Achievement Gap, 2014 | | Desired Goal, 2020 | |
|--|-----------------------|--|------------------------------|---------------------------|
| | Current Gap | Additional Students Needed to Move Subgroups to College Rate | Percentage Point Gap* | Numeric Goal |
| Degree Completion | | | | |
| 1. Disabled | -6.4 | 9 | Reduce gap by 100% (no gap) | 9 additional completions |
| 2. Male | -3.2 | 58 | Reduce gap by 33% or to -2.2 | 18 additional completions |
| 3. Age 25 to 34 | -3.0 | 3 | Reduce gap by 100% (no gap) | 3 additional completions |
| *The goal was determined using the following scale: if number of students needed to move subgroup to the college rate is 1-10 students = no gap; 11-20 students = reduce gap by 50%; and 21 or more students = reduce gap by 33% | | | | |

ACTIVITIES: DEGREE COMPLETION (D.1 to D.1.10)

Note: The activities listed in this section of the report are intended to support the success of student population(s) found to be disproportionately impacted. We also detail services and programming that facilitate positive student outcomes for all students.

| ID | Activity Type(s) | | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|-----|------------------|---|---|---|---|---------------------|--------------|-------------|
| D.1 | X | Curriculum/course development or adaptation | X | Professional development | African American, 50 Filipino, 100 Latina/o, 100 Low-Income, 125 Disabled, 50 Foster Youth, 25 Veterans, 25 | Sep 2015 - Dec 2016 | \$6,000 | \$0 |
| | | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/planning | | | | |
| | | Outreach | | Student services or other categorical program | | | | |

| ID | Activity Type(s) | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|-----|--|---|-----------------------|---------------------|----------------|-----|
| | <p>Activity Plan (implement): High Impact Practices Seminars Team Lead: Office of Equity, Social Justice, & Multicultural Education</p> <p>The student equity program coordinator II will assist with the high impact practices (HIP) seminars development and training of instructors, counselors, and staff who work with our target populations across the campus. The program coordinator II will collaborate with already existing HIP programs such as Learning Communities to develop models for scaling up, in addition to identifying new opportunities for the integration of HIP and equity praxis outside of programs already engaged in related practices. Basic skills will be infused across the seminars in an effort to deepen linkages between the Basic Skills Initiative and Student Equity.</p> <p>Link to Goal: The student equity program coordinator II will provide critical training and resources to those interfacing with our target populations. The support from the Office of Equity, Social Justice & Multicultural Education will ensure our efforts are in alignment with our equity initiatives and that our indicator goals are met.</p> <p>Evaluation: The student equity program coordinator II will track the number of HIP seminar participants and evaluate the programs for the successful implementation. Additionally, HIP seminar participants will receive pre- and post-tests of their learning and ability to implement HIP for access specific goals. The student equity research analyst will analyze these results and suggest further research if needed.</p> | | | | | |
| | Curriculum/course development or adaptation | Professional development | Foster Youth, 50 | Jan 2016 - Dec 2016 | \$14,362 | \$0 |
| X | Direct student support | Research and evaluation | | | | |
| | Instructional support activities | Student equity coordination/ planning | | | | |
| | Outreach | X Student services or other categorical program | | | | |
| D.2 | <p>Activity Plan (hire): Foster Youth Counselor Team Lead: Office of Student Services</p> <p>The Office of Student Services will hire one new foster youth counselor who will be dedicated to serving current and former foster youth enrolled at the college. This new counselor will facilitate students' academic progress by assisting foster youth with course selection, development of educational and career goals, review of their educational plan, and transfer planning. In addition, the counselor will work closely with the other college service areas to assess needs and resources for foster youth and provide appropriate support on campus and through referrals to community resources. The counselor will work with grants and other programs associated with providing intensive support services to the college's foster youth. The counselor will also be a point-of-contact to facilitate academic probation interventions and connect foster youth to academic support services to ensure their retention and success.</p> <p>Link to Goal: The counselor will build rapport and provide guidance to foster youth students in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p>Evaluation: The counselor will strive to see at least 50 foster youth students and track the number of foster youth students served. The counselor will also provide reporting in the annual program review.</p> | | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|-----|---|---|---|---|---------------------------------------|---------------------|----------------|-----|
| D.3 | | Curriculum/course development or adaptation | | Professional development | Veterans, 200 | Jan 2016 - Dec 2016 | \$14,362 | \$0 |
| | X | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ planning | | | | |
| | | Outreach | X | Student services or other categorical program | | | | |
| | <p>Activity Plan (hire): Veterans Counselor Team Lead: Office of Student Services</p> <p>The Office of Student Services will hire one new veterans counselor who will be dedicated to serving veteran students enrolled at the college. This new counselor will facilitate students' academic progress by assisting veterans with course selection, development of educational and career goals, review of their educational plan, and transfer planning. In addition, the counselor will work closely with the veterans resource specialist and the Veterans Resource Center to assess needs and resources for veterans and provide appropriate support on campus and through referrals to community resources. The counselor will also be a point-of-contact to facilitate academic probation interventions and connect veterans to academic support services to ensure their retention and success.</p> <p><u>Link to Goal:</u> The counselor will build rapport and provide guidance to veteran students in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate and transfer completion.</p> <p><u>Evaluation:</u> The counselor will strive to see at least 200 veteran students and track the number of students served. The counselor will also provide reporting in the annual program review.</p> | | | | | | | |
| D.4 | | Curriculum/course development or adaptation | | Professional development | African American, 60 Latina/o, 120 | Jan 2016 - Dec 2016 | \$14,362 | \$0 |
| | X | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ planning | | | | |
| | | Outreach | X | Student services or other categorical program | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|-----|---|--------------------------------------|---|--|-----------------------|-----------------|----------------|
| | <p>Activity Plan (hire): Student Success and Retention Services-Umoja Counselor Team Lead: Office of Instruction</p> <p>The Office of Instruction will hire one new Student Success and Retention Services-Umoja Counselor to assist African American and Latina/o students with their course planning. The counselor will be a point-of-contact to facilitate academic probation interventions, including: encourage students to participate in Learning Communities such as First Year Experience, Higher Education for AB540 Students, Latina/o Empowerment at De Anza, Learning in Communities, Math Performance Success, Puente Project, and Umoja Scholars Program; facilitate students' academic progress and attendance at tutoring sessions; and coordinate the development of a new Umoja Learning Community that is aligned with the statewide Umoja Consortium efforts.</p> <p>Link to Goal: The counselor will build rapport and provide guidance to African American and Latina/o students in order to help them stay focused and engaged with their educational goals.</p> <p>Evaluation: The counselor will strive to see at least 50 African American and 120 Latina/o students. The Student Success and Retention Services program will track the number of African American and Latina/o students served and provide reporting in their annual program review.</p> | | | | | | |
| D.5 | | | Curriculum/course development or adaptation | African American, 50 Filipino, 50 Latina/o, 100 Low Income, 150 Disabled, 25 Foster Youth, 20 Veterans, 25 | Jan 2016 - Dec 2016 | \$14,362 | \$0 |
| X | | Professional development | | | | | |
| | | Research and evaluation | | | | | |
| | | Student equity coordination/planning | | | | | |
| | X | | Outreach | | | | |
| | <p>Activity Plan (hire): Career Counselor Team Lead: Office of Student Services</p> <p>The Office of Student Services will hire one new career counselor who will be dedicated to developing and providing services through the College Resource Center (CRC), a "Sparkpoint" model of wrap-around services focused on low-income students, and students in our ethnic target populations: African Ancestry, Latina/o and Filipino. Services offered through the CRS will include three core areas: career services, financial literacy and food pantry. More specifically, this new counselor will support student retention and success by assisting students in identifying career goals, major and career exploration, resume development, interview skills, utilization of job boards and technology tools, development of soft skills, and overall job readiness. This counselor will also assist students with developing career pathways, connection with CTE programs, and providing group workshops to engage students in a variety of relevant topics around careers, majors and finance. The counselor will be a resource for students in need of employment while enrolled in college. The counselor will also work with the Financial Aid office and other programs on campus to facilitate financial literacy workshops, job fairs and community resources, and ensure that students are aware and connected to all resources that can support their success.</p> | | | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|---|--|---|---|--|---|------------------------|----------------|------------------------------|
| | <p><u>Link to Goal:</u> The counselor will build rapport and provide guidance to target populations in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p><u>Evaluation:</u> The counselor will strive to see at least 200 students and track the number of students served. The counselor will also provide reporting in the annual program review.</p> | | | | | | | |
| D.6 | X | Curriculum/course development or adaptation | | Professional development | African American, 50 Filipino, 50 Latina/o, 50 Low Income, 150 Disabled, 50 Foster Youth, 25 Veterans, 25 | Sep 2015 - Dec 2016 | \$6,591 | \$40,000 AANAPISI/ BSI |
| | X | Direct student support | | Research and evaluation | | | | |
| | X | Instructional support activities | | Student equity coordination/ planning | | | | |
| | | Outreach | | Student services or other categorical program | | | | |
| <p><u>Activity Plan (hire): Peer Mentoring Program Coordinator</u> <u>Team Lead: Office of Instruction</u></p> <p>The Office of Instruction will hire one peer mentoring program coordinator (.250 FTE REASSIGNED) to develop a campus-wide Peer Mentoring Program. This new Peer Mentoring Program will serve African American, Filipino, Latina/o, low income, foster youth, and veteran students and implement the following activities:</p> <ul style="list-style-type: none"> • Culturally responsive peer mentor training for students and faculty • Course assigned peer mentors for in areas with limited student services (e.g. Auto Tech, Biology, Business, Computer Science, etc.) • Peer support to navigate college life • Leadership development and skills training in working with campus and external partners | | | | | | | | |
| <p><u>Link to Goal:</u> Participation and retention in the aforementioned program will help students stay on track, as each program will have built-in support from peer mentors.</p> | | | | | | | | |
| <p><u>Evaluation:</u> The peer mentoring program coordinator will track the number of students served and provide reporting in their annual program review.</p> | | | | | | | | |
| D.7 | | Curriculum/course development or adaptation | X | Professional development | African American, 60 Filipino, 50 Latina/o, 175 Low Income, 300 | Sep 2015 - Dec 2016 | \$24,054 | \$0 |
| | | Direct student support | | Research and evaluation | | | | |

| ID | Activity Type(s) | | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|--|------------------|---|---|---|--|-----------------------|-----------------|----------------|
| | X | Instructional support activities | | Student equity coordination/ planning | Foster Youth, 25 | | | |
| | X | Outreach | X | Student services or other categorical program | | | | |
| Activity Plan (hire): Director of Student Success and Retention Services | | | | | Team Lead: Office of Instruction | | | |
| The Office of Instruction will hire one director of Student Success and Retention Services (SSRS) to coordinate and expand SSRS programs such as Summer Bridge, First Year Experience, Puente Project, and Umoja Scholars Program within the context of Student Success and Support Program and Student Equity initiatives. The director will collaborate with SSRS counselors/coordinators, Learning in Communities, Student Success Center, and instructional departments to track students' course and degree/certification completion. | | | | | | | | |
| Link to Goal: The director of Student Success and Retention Services will be an additional support team member who will help assist with student success and equity initiatives. | | | | | | | | |
| Evaluation: Each program will track the number of African American, Filipino and Latina/o students served and provide reporting in their annual program review. | | | | | | | | |
| D.8 | | Curriculum/course development or adaptation | X | Professional development | African American, 50 Filipino, 50 Latina/o, 100 Low Income, 100 Foster Youth, 50 Veterans, 50 | Dec 2015- Dec 2016 | \$16,795 | \$0 |
| | | Direct student support | | Research and evaluation | | | | |
| | X | Instructional support activities | | Student equity coordination/ planning | | | | |
| | X | Outreach | X | Student services or other categorical program | | | | |
| Activity Plan (hire): Director of STEM Pathways | | | | | Team Lead: Physical Sciences, Mathematics, and Engineering Division | | | |
| The Physical Sciences, Mathematics and Engineering Division will hire one director of STEM Pathways to coordinate the Statway and Math Performance and Success Programs to ensure access and quality instruction for African American, Filipino, and Latina/o students. The director will develop campus partnerships with SSRS programs, Learning in Communities, Outreach and Relations with Schools, Business/Computer Science, and Biological and Health Sciences. | | | | | | | | |
| Link to Goal: The director of STEM Pathways is an additional support team member and will help with student success and equity initiatives. | | | | | | | | |
| Evaluation: The director of STEM Pathways will track the number of African American, Filipino and Latina/o students served and provide reporting in their annual program review. | | | | | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|--|--|---|--|--|------------------------|-----------------|----------------|
| D.9 | Curriculum/course development or adaptation | | Professional development | N/A, ongoing data analysis | Sep 2015 - Jun 2016 | \$12,147 | \$0 |
| | Direct student support | X | Research and evaluation | | | | |
| | Instructional support activities | | Student equity coordination/ Planning | | | | |
| | Outreach | | Student services or other categorical program | | | | |
| <p>Activity Plan (continued position): Student Equity Research Analyst Team Lead: Office of Instruction</p> <p>The Office of Instruction has hired a research analyst to support state-mandated equity reporting. The research analyst is working with various college areas to communicate the equity analysis and help embed evaluation/metrics into program activities that support and enhance equity initiatives. Furthermore, for professional development-related activities, the student equity research analyst will analyze and compare the course completion rates from courses taught by faculty participating in the training and those who were not able to participate.</p> <p>Link to Goal: The research analyst is communicating equity findings on target populations: age, gender, African American, Filipino, Latina/o, low-income, disabled, foster youth and veteran students.</p> <p>Evaluation: The research analyst provides equity data analysis during spring and fall quarters when the Equity Plan is undergoing planning and reporting to the governance groups. In addition, the research analyst provides ad hoc equity analysis as needed.</p> | | | | | | | |
| D.10 | Curriculum/course development or adaptation | X | Professional development | African American, 75 Filipino, 75 Latina/o, 75 Low Income, 25 Disabled, 50 Foster Youth, 50 Veterans, 50 | Sep 2015 - Dec 2016 | \$12,586 | \$0 |
| | Direct student support | | Research and evaluation | | | | |
| | Instructional support activities | X | Student equity coordination/ planning | | | | |
| | Outreach | | Student services or other categorical program | | | | |

| ID | Activity Type(s) | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|----|--|--|-----------------------|-----------------|----------------|
| | <p data-bbox="296 264 1913 293">Activity Plan (hire): Director of Equity Office (70% faculty reassigned time) Team Lead: Office of Instruction</p> <p data-bbox="296 298 1913 532">The director or the Office of Equity, Social Justice and Multicultural Education will receive 70% reassigned time for related program development, co-facilitation of the high impact practices series, oversight and development of equity core team programs and services, supervision of the student equity program coordinator and equity office administrative assistant, and related state equity work. The director will also assist with the deepening of campus partnerships with Student Success and Retention Services programs, Learning in Communities, Outreach and Relations with Schools, Umoja, Higher Education for AB540 Students, Jean Miller Center for Gender and Sexualities, Foster Youth Programs, Disability Support Programs and Services, and Veterans Resource Center to ensure HIP implementation and linkages between identified strategies for student success.</p> <p data-bbox="296 537 1913 566"><u>Link to Goal:</u> The director will be a key leader and an additional support team member to assist with student success and equity initiatives.</p> <p data-bbox="296 571 1913 670"><u>Evaluation:</u> The director will track the number of faculty, staff and administrators who participate in key professional development programs and the correlation with their participation and student impact. The student equity research analyst will analyze professional development and coaching program completion and related student impact.</p> | | | | |

Transfer

CAMPUS-BASED RESEARCH: TRANSFER

E. TRANSFER. The ratio of the number of students by population group who complete a minimum of 6 units and have attempted a course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

Methodology

We used the percentage point gap methodology to assess any disparity in transfer completion by our target student populations: age, gender, race/ethnicity, low-income, disabled, foster youth and veterans. The analysis in this section reflects two steps: (1) we provide the transfer completion rate, which is calculated by taking each subgroup's transfer count and dividing it by their respective transfer-seeking population count and (2) we provide the percentage point gap by taking each subgroup's transfer rate minus the college transfer completion rate. The State Chancellor's Office has determined a percentage point gap where $x \leq -3.0$, is evidence of disproportionate impact.

We utilized the California Community Colleges Chancellor's Office (CCCCO) 2014 Scorecard to disaggregate transfer completion by age, gender, race/ethnicity, low-income and disabled target populations. The criteria to be in a Scorecard cohort reflects the percentage of first-time students with minimum of 6.0 units earned who attempted any English or math course in the first three years, and transferred to a four-year institution within six years of entry. The cohort for this report started in 2008-09. In order to evaluate transfer completion for foster youth and veterans, we linked the Scorecard data to our local data.

Data Analysis

In 2014, De Anza's transfer rate was 55.0%.

Age: Over half of all transfer-seeking students are age 18 to 24 (58.8%). Among our adult-age student population, our 18 to 24 year-olds has the highest transfer rate (50.6%); however, because their rate is below the college rate, they have a negative percentage point gap of -4.5.

Gender: Female students have a transfer rate (56.5%) that is comparable to the college, whereas the rate for male students (53.7%) is slightly lower. Hence, they have a negative percentage point gap of -1.3.

Race/Ethnicity: Asian, White and Latina/o students account for more than 75% of transfer completions. Seeing as they comprise the majority of the transfer-seeking cohort, we are not too surprised at this finding. We would, however, like to see Latina/o student's transfer rate (34.8%) be higher as they lag behind Asian and White. Asian and American Indian/Native American have the highest transfer rates at 69.7% and 60.7%, respectively. Among our target populations, all of their transfer rates are below the college rate. Latina/o has the largest negative percentage point gap at -20.2, followed by Filipino (-13.1) and African American (-4.7).

Special Student Groups (low-income, disabled, foster youth and veterans): Low-income student has the highest transfer rate (48.6%) among their special student group peers, but exhibit a negative percentage point gap of -6.4 when compared to the college. Similarly, the remaining

special student groups have transfer rates that are below the college rate. They have negative percentage point gaps of -25.7 for disabled, -24.7 for foster youth and -14.3 for veterans.

Key Takeaway for Target Populations

More concerted effort and student support services are needed to facilitate the process and assist our students in achieving transfer completion. The majority of our students, regardless if they are from our target populations, have transfer rates that fall below the college transfer rate. Females, American Indian/Native Americans and Asians are the only groups that have transfer rates equivalent to or above the college. Therefore, we have a long list of target populations with negative percentage point gaps:

1. Age 25 to 24 years (-31.2)
2. Disabled (-25.7)
3. Foster Youth (-24.7)
4. Latina/o (-20.2)
5. Veterans (-14.3)
6. Filipino (-13.1)
7. Low-Income (-6.4)
8. African American (-4.7)
9. 18 to 24 years (-4.5)
10. Male (-1.3)

Some of the gaps listed above appear large. However, after we calculated the number of additional students needed to move these groups to the college transfer rate, we found that the number of transfers needed is not so large. For example, we needed an additional 34 transfers from students with disabilities to bring their transfer rate of 29.3% to the college transfer rate of 55.0%. In the forthcoming *Transfer Completion: Goals, Activities, Funding, and Evaluation* section, with the exception of male students, we outline our activities to increase transfer rates for the nine target populations that are disproportionately impacted.

| Table 21.0 Transfer Completion by Age, Gender, Race/Ethnicity, and Special Student Groups, 2014 (2008-09 Cohort) | | | | | | | |
|--|-----------------------------|---------|---------------------|---------|--------------------------|---------|----------------------|
| Target Populations | Transfer-Seeking Population | | Transfer Completion | | Transfer Completion Rate | | Percentage Point Gap |
| | Count | Percent | Count | Percent | Subgroup | College | |
| Age | | | | | | | |
| Under 17 years | 1,285 | 37.2% | 840 | 44.2% | 65.4% | 55.0% | N/A |
| 18 to 24 years | 2,033 | 58.8% | 1,028 | 54.0% | 50.6% | 55.0% | -4.5 |
| 25 to 34 years | 84 | 2.4% | 20 | 1.1% | 23.8% | 55.0% | -31.2 |
| 35 to 49 years | 45 | 1.3% | 12 | 0.6% | 26.7% | 55.0% | -28.4 |
| 50 years and over | 10 | 0.3% | 2 | 0.1% | 20.0% | 55.0% | -35.0 |
| Total | 3,457 | 100.0% | 1,902 | 100.0% | 55.0% | - | - |
| Gender | | | | | | | |
| Female | 1,643 | 47.5% | 928 | 48.8% | 56.5% | 55.0% | +1.5 |
| Male | 1,813 | 52.4% | 974 | 51.2% | 53.7% | 55.0% | -1.3 |
| Unknown* | 1 | 0.0% | 0 | 0.0% | 0.0% | 55.0% | N/A |
| Total | 3,457 | 100.0% | 1,902 | 100.0% | 55.0% | - | - |
| Race/Ethnicity | | | | | | | |
| African American | 139 | 4.0% | 70 | 3.7% | 50.4% | 55.0% | -4.7 |
| American Indian/ Native American | 28 | 0.8% | 17 | 0.9% | 60.7% | 55.0% | +5.7 |
| Asian | 1,408 | 40.7% | 982 | 51.6% | 69.7% | 55.0% | +14.7 |
| Filipino | 224 | 6.5% | 94 | 4.9% | 42.0% | 55.0% | -13.1 |
| Latina/o | 569 | 16.5% | 198 | 10.4% | 34.8% | 55.0% | -20.2 |
| Pacific Islander | 41 | 1.2% | 16 | 0.8% | 39.0% | 55.0% | -16.0 |
| Unknown | 277 | 8.0% | 135 | 7.1% | 48.7% | 55.0% | -6.3 |
| White | 771 | 22.3% | 390 | 20.5% | 50.6% | 55.0% | -4.4 |
| Total | 3,457 | 100.0% | 1,902 | 100.0% | 55.0% | - | - |
| Special Student Groups | | | | | | | |
| Low-Income | 1,647 | 47.6% | 800 | 42.1% | 48.6% | 55.0% | -6.4% |
| Disabled | 133 | 3.8% | 39 | 2.1% | 29.3% | 55.0% | -25.7% |
| Foster Youth | 33 | 1.0% | 10 | 0.5% | 30.3% | 55.0% | -24.7% |
| Veterans | 27 | 0.8% | 11 | 0.6% | 40.7% | 55.0% | -14.3% |
| Source: 2014 CCCCO Scorecard (2008-09 cohort); 2014 FHDA IR&P ODS | | | | | | | |
| Transfer Completion Rate = transfer completion count divided by transfer-seeking population count | | | | | | | |
| Percentage Point Gap = subgroup transfer completion rate (%) minus college transfer completion rate (%) | | | | | | | |
| *Cohorts with fewer than ten need not be analyzed due to low reliability (T. Leigh, personal communication, August 28, 2015) | | | | | | | |

| Table 22.0 Number of Additional Students Needed to Have Avoided a Negative Gap, 2014 | | | | |
|--|------------------|--------------|-----------------------------|---|
| Equity Gap - Target Populations (ascending order) | | Percent Loss | Transfer-Seeking Population | Additional Students Needed to Move Subgroup to Overall Completion Rate* |
| 1 | 25 to 34 years | 31.2 | 84 | 26 |
| 2 | Disabled | 25.7 | 133 | 34 |
| 3 | Foster Youth | 24.7 | 33 | 8 |
| 4 | Latina/o | 20.2 | 569 | 115 |
| 5 | Veterans | 14.3 | 27 | 4 |
| 6 | Filipino | 13.1 | 224 | 29 |
| 7 | Low-Income | 6.4 | 1,647 | 105 |
| 8 | African American | 4.7 | 139 | 7 |
| 9 | 18 to 24 years | 4.5 | 2,033 | 91 |
| 10 | Male | 1.3 | 1,813 | 24 |
| *Calculated by multiplying subgroup's percent loss (%) and their respective transfer-seeking population count. | | | | |

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL E: The goal is to improve transfer rates for target populations experiencing disproportionate impact.

| Target Population(s) | Achievement Gap, 2014 | | Desired Goal, 2020 | |
|--|-----------------------|--|-------------------------------|-------------------------|
| | Current Gap | Additional Students Needed to Move Subgroups to College Rate | Percentage Point Gap* | Numeric Goal |
| 1. Age 25 to 34 years | -31.2 | 26 | Reduce gap by 33% or to -20.9 | 9 additional transfers |
| 2. Disabled | -25.7 | 34 | Reduce gap by 33% or to -17.2 | 11 additional transfers |
| 3. Foster Youth | -24.7 | 8 | Reduce gap by 100% (no gap) | 8 additional transfers |
| 4. Latina/o | -20.2 | 115 | Reduce gap by 33% or to -13.5 | 38 additional transfers |
| 5. Veterans | -14.3 | 4 | Reduce gap by 100% (no gap) | 4 additional transfers |
| 6. Filipino | -13.1 | 29 | Reduce gap by 33% or to -8.8 | 9 additional transfers |
| 7. Low-Income | -6.4 | 105 | Reduce gap by 33% or to -4.3 | 35 additional transfers |
| 8. African American | -4.7 | 7 | Reduce gap by 100% (no gap) | 7 additional transfers |
| 9. Age 18 to 24 years | -4.5 | 91 | Reduce gap by 33% or to -3.0 | 30 additional transfers |
| *The goal was determined using the following scale: if number of students needed to move subgroup to the college rate is 1-10 students = no gap; 11-20 students = reduce gap by 50%; and 21 or more students = reduce gap by 33% | | | | |

ACTIVITIES: TRANSFER (E.1 to E.14)

Note: The activities listed in this section of the report are intended to support the success of student population(s) found to be disproportionately impacted. We also detail services and programming that facilitate positive student outcomes for all students.

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|--|------------------|---|---|--|---|------------------------|----------------|--|
| E.1 | X | Curriculum/course development or adaptation | | Professional development | African American male, 50 Filipino male, 100 Latino male, 150 | Sep 2015 - Mar 2016 | \$10,000 | \$337,867 staff, counselors and student ambassa- dors from SSSP |
| | X | Direct student support | X | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ planning | | | | |
| | | Outreach | X | Student services or other categorical program | | | | |
| <p>Activity Plan (implement): Men of Color Initiative Team Lead: Men of Color Initiative Counselors</p> <p>Our Student Success & Retention Services team will develop and coordinate activities for the Men of Color Initiative (MCI), which was developed to help guide, connect and engage our African American and Latino male students. Some MCI activities include the following:</p> <ul style="list-style-type: none"> • Provide \$200 book vouchers to 100 students • Conduct focus groups of African American and Latina/o male high school students and their counselors (up to 60 students and 10 counselors) to identify needs and develop strategies to better serve students • Develop a hip hop workshop aimed to empower and educate 100 students about the importance of higher education and career exploration through a culture that resonates with them • Organize a Men of Color Summit and a Men of Color Mentoring Program for male students to develop positive self-perception, identify career and transfer pathways, build skills to influence others, and create and foster a support network • Coordinate field trips to University of California and California State University campuses <p>Link to Goal: The book vouchers will help students acquire the textbooks they need to be successful in their courses and alleviate one college expense. Focus groups will help our college assess expectations and potential areas of development to meet the needs of incoming, first-time college students from our underserved male populations. The workshop and summit will help students examine contemporary cultures and their lives through hip hop music, tying their education with topics that are relevant and interesting to their generation. Participation and retention in the mentoring program will help male students stay on track with built-in support from peer mentors. Additionally, the program counselors will build rapport and provide guidance to male students in order to help them stay focused and engaged with their educational goals.</p> | | | | | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|-----|---|---|---|---|---|------------------------|----------------|---------------------------------------|
| | <p>Evaluation: Program counselors will track the number of students who request book vouchers to determine current and future demand. They will also collect data from the focus groups and use the data to assess areas of need and develop effective strategies that assist in boosting equity activities for targeted groups. Finally, they will track the number of African American and Latino male students served and provide reporting in their annual program review.</p> | | | | | | | |
| | X | Curriculum/course development or adaptation | X | Professional development | African American, 50 Filipino, 100 Latina/o, 100 Low Income, 125 Disabled, 50 Foster Youth, 25 Veterans, 25 | Sep 2015 - Dec 2016 | \$4,000 | \$0 |
| | | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ planning | | | | |
| | | Outreach | | Student services or other categorical program | | | | |
| E.2 | <p>Activity Plan (implement): High Impact Practices Seminars Team Lead: Office of Equity, Social Justice & Multicultural Education</p> <p>The student equity program coordinator II will assist with the high impact practices (HIP) seminars development and training of instructors, counselors and staff who work with our target populations across the campus. The program coordinator II will collaborate with already existing HIP programs such as Learning Communities to develop models for scaling up, in addition to identifying new opportunities for the integration of HIP and equity praxis outside of programs already engaged in related practices. Basic skills will be infused across the seminars in an effort to deepen linkages between Basic Skills Initiative and Student Equity.</p> <p>Link to Goal: The student equity program coordinator II will provide critical training and resources to those interfacing with our target populations. The support from the Office of Equity, Social Justice & Multicultural Education will ensure our efforts are in alignment with our equity initiatives and that our indicator goals are met.</p> <p>Evaluation: The student equity program coordinator II will track the number of HIP seminar participants and evaluate the programs for the successful implementation. Additionally, HIP seminar participants will receive pre- and post-tests of their learning and ability to implement HIP for access specific goals. The student equity research analyst will analyze these results and suggest further research if needed.</p> | | | | | | | |
| | X | Curriculum/course development or adaptation | X | Professional development | African American, 300 Filipino, 300 Latina/o, 600 Low Income, 500 Disabled, 100 Foster Youth, 50 | Jan 2015 - Dec 2016 | \$26,613 | \$20,000 IMPACT AAPI and BSI |
| E.3 | X | Direct student support | | Research and evaluation | | | | |
| | X | Instructional support activities | X | Student equity coordination/planning | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|--|---|--|---|--|---------------------------------------|------------------------|----------------|-----|
| | X | Outreach | | Student services or other categorical program | Veterans, 300 | | | |
| <p>Activity Plan (hire): Student Equity Instructional and Student Services Supplies and Materials Team Lead: Office of Equity, Office of Instruction, and Office of Student Services The Office of Equity, Office of Instruction and Office of Student Services will provide student services and instructional supplies and materials to student equity related activities: communications, professional development trainings, learning communities, men of color initiative, veterans resources, foster youth, career services, peer mentoring, etc.</p> <p>Link to Goal: The supplies and materials will be used during the planning and implementation phases of the programming activities outlined in this report.</p> <p>Evaluation: The supplies and materials will be included in the respective programming areas' annual program review.</p> | | | | | | | | |
| | | Curriculum/course development or adaptation | | Professional development | Veterans, 300 | Jan 2016- Dec 2016 | \$40,000 | \$0 |
| | | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ planning | | | | |
| | | Outreach | X | Student services or other categorical program | | | | |
| E.4 | <p>Activity Plan (implement): Veterans Resource Center Team Lead: Office of Student Services The Veterans Resource Center will serve 300 veteran students. The center will provide book vouchers, wrap-around support services, academic counseling/advising, personal counseling, educational planning, career services, mentoring, veteran resources fairs, workshops, and provide a space for veteran students to build a sense of community. The Veterans Counselor and Veterans Resource Specialist will work collaboratively to staff the Resource Center. The Veterans Resources Center will also provide \$200 book vouchers for 100 veteran students.</p> <p>Link to Goal: The book vouchers will help students acquire the textbooks they need to be successful in their courses and alleviate one college expense for them. The veterans counselor and other staff will support student success by helping to reduce academic probation rates and improving completion, graduation, and transfer rates of veteran students.</p> <p>Evaluation: The Veteran Resource Center Program is expected to improve course completion rate for veterans by 2% and decrease academic probation by 1%.</p> | | | | | | | |
| E.5 | | Curriculum/course development or adaptation | X | Professional development | African American, 50 Filipino, 100 | Sep 2015 - Dec 2016 | \$5,000 | \$0 |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|--|------------------|---|---|---|--|------------------------|----------------|-----|
| | | Direct student support | | Research and evaluation | Latina/o, 100 Low Income, 125 Disabled, 50 Foster Youth, 25 Veterans, 25 | | | |
| | | Instructional support activities | X | Student equity coordination/ planning | | | | |
| | | Outreach | | Student services or other categorical program | | | | |
| <p>Activity Plan (implement): Equity Core Teams</p> <p>The Equity Core Teams, which consists of faculty, staff and students, will review division equity data and develop strategic plans for addressing gaps and implementing high impact practices (HIP) in their respective areas. The Equity Core Teams are informed by and modeled after research and literature on Diversity Dialogue Groups, Faculty Interest Groups, The Equity Framework, and Courageous Conversations. The Office of Equity, Social Justice & Multicultural Education director, program coordinator, and administrative assistant will provide training, coaching support, and coordination of the Equity Core Teams' program. This program will also invite experts from the field to provide equity coaching and program design consultation.</p> | | | | <p>Team Lead: Office of Equity, Social Justice & Multicultural Education</p> | | | | |
| <p>Link to Goal: The Equity Office director and student equity program coordinator II will provide critical training, coaching, and resources to those working with our target populations, as well as assist with curriculum enhancements, unconscious bias trainings, facilitation support, and team-specific development around the five equity indicators and related HIP. This support will further ensure our efforts are in alignment and our indicator goals are met.</p> | | | | | | | | |
| <p>Evaluation: Participation in the Equity Core Team will be tracked and their programs evaluated for the successful implementation of HIP. Additionally, Equity Core Teams participants will complete the Harvard Implicit Bias Test and a pre- and post-test of their learning. The student equity research analyst will analyze these results and provide suggestions for further research if needed.</p> | | | | | | | | |
| E.6 | | Curriculum/course development or adaptation | | Professional development | Foster Youth, 50 | Jan 2016 - Dec 2016 | \$9,584 | \$0 |
| | X | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ Planning | | | | |
| | | Outreach | X | Student services or other categorical program | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|-----|--|---------------------------------------|---|--|-----------------------|-----------------|----------------|
| | <p>Activity Plan (hire): Foster Youth Counselor</p> <p>The Office of Student Services will hire one new foster youth counselor who will be dedicated to serving current and former foster youth enrolled at the college. This new counselor will facilitate students’ academic progress by assisting foster youth with course selection, development of educational and career goals, review of their educational plan, and transfer planning. In addition, the counselor will work closely with the other college service areas to assess needs and resources for foster youth and provide appropriate support on campus and through referrals to community resources. The counselor will work with grants and other programs associated with providing intensive support services to the college's foster youth. The counselor will also be a point-of-contact to facilitate academic probation interventions and connect foster youth to academic support services to ensure their retention and success.</p> <p>Link to Goal: The counselor will build rapport and provide guidance to foster youth students in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p>Evaluation: The counselor will strive to see at least 50 foster youth students and track the number of foster youth students served. The counselor will also provide reporting in the annual program review.</p> | | | | | | |
| E.7 | | | Curriculum/course development or adaptation | Veterans, 200 | Jan 2016 - Dec 2016 | \$9,584 | \$0 |
| X | | Professional development | | | | | |
| | | Research and evaluation | | | | | |
| | | Student equity coordination/ Planning | | | | | |
| | X | | Outreach | | | | |
| | <p>Activity Plan (hire): Veterans Counselor</p> <p>The Office of Student Services will hire one new veterans counselor who will be dedicated to serving veteran students enrolled at the college. This new counselor will facilitate students’ academic progress by assisting veterans with course selection, development of educational and career goals, review of their educational plan, and transfer planning. In addition, the counselor will work closely with the veterans resource specialist and the Veterans Resource Center to assess needs and resources for veterans and provide appropriate support both on campus as well as through referrals to community resources. The counselor will also be a point-of-contact to facilitate academic probation interventions and connect veterans to academic support services to ensure their retention and success.</p> <p>Link to Goal: The counselor will build rapport and provide guidance to veteran students in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p>Evaluation: The counselor will strive to see at least 200 veteran students and track the number of students served. The counselor will also provide reporting in the annual program review.</p> | | | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|-----|---|---|---|--|--|------------------------|----------------|-----|
| E.8 | | Curriculum/course development or adaptation | | Professional development | African American, 60 Latina/o, 120 | Jan 2016 - Dec 2016 | \$9,584 | \$0 |
| | X | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ planning | | | | |
| | | Outreach | X | Student services or other categorical program | | | | |
| | <p>Activity Plan (hire): Student Success and Retention Services-Umoja Counselor Team Lead: Office of Instruction</p> <p>The Office of Instruction will hire one new Student Success and Retention Services-Umoja Counselor to assist African American and Latina/o students with their course planning. The counselor will be a point-of-contact to facilitate academic probation interventions, including: encouraging students to participate in Learning Communities such as First Year Experience, Higher Education for AB540 Students, Latina/o Empowerment at De Anza, Learning in Communities, Math Performance Success, Puente Project and Umoja Scholars Program; facilitating students' academic progress and attendance at tutoring sessions; and coordinating the development of a new Umoja Learning Community that is aligned with the statewide Umoja Consortium efforts.</p> <p>Link to Goal: The counselor will build rapport and provide guidance to African American and Latina/o students in order to help them stay focused and engaged with their educational goals.</p> <p>Evaluation: The counselor will strive to see at least 50 African American and 120 Latina/o students. The Student Success and Retention Services program will track the number of African American and Latina/o students served and provide reporting in their annual program review.</p> | | | | | | | |
| E.9 | | Curriculum/course development or adaptation | | Professional development | African American, 50 Filipino, 50 Latina/o, 100 Low Income, 150 Disabled, 25 Foster Youth, 20 Veterans, 25 | Jan 2016 - Dec 2016 | \$9,584 | \$0 |
| | X | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ planning | | | | |
| | | Outreach | X | Student services or other categorical program | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|------|--|----------|---|--|------------------------|-----------------|----------------|
| | <p>Activity Plan (hire): Career Counselor</p> <p>The Office of Student Services will hire one new career counselor who will be dedicated to developing and providing services through the College Resource Center (CRC), a "Sparkpoint" model of wrap-around services focused on low-income students, and students in our ethnic target populations: African Ancestry, Latina/o and Filipino. Services offered through the CRS will include three core areas: career services, financial literacy and food pantry. More specifically, this new counselor will support student retention and success by assisting students in identifying career goals, major and career exploration, resume development, interview skills, utilization of job boards and technology tools, development of soft skills, and overall job readiness. This counselor will also assist students with developing career pathways, connection with CTE programs, and providing group workshops to engage students in a variety of relevant topics around careers, majors and finance. The counselor will be a resource for students in need of employment while enrolled in college. The counselor will also work with the Financial Aid office and other programs on campus to facilitate financial literacy workshops, job fairs and community resources, and ensure that students are aware and connected to all resources that can support their success.</p> <p>Link to Goal: The counselor will build rapport and provide guidance to target populations in order to help them stay focused and engaged with their educational goals, prevent and reduce their academic probation, and achieve course, degree/certificate, and transfer completion.</p> <p>Evaluation: The counselor will strive to see at least 200 students and track the number of students served. The counselor will also provide reporting in the annual program review.</p> | | | | | | |
| E.10 | | X | Curriculum/course development or adaptation | African American, 60 Filipino, 50 Latina/o, 175 Low Income, 300 Foster Youth, 25 | Sep 2015 - Dec 2016 | \$16,033 | \$0 |
| | | | Professional development | | | | |
| | X | | Direct student support | | | | |
| | | | Research and evaluation | | | | |
| | | | Student equity coordination/ planning | | | | |
| | X | Outreach | | | | | |
| | <p>Activity Plan (hire): Director of Student Success and Retention Services</p> <p>The Office of Instruction will hire one director of Student Success and Retention Services (SSRS) to coordinate and expand SSRS programs such as Summer Bridge, First Year Experience, Puente Project, and Umoja Scholars Program within the context of Student Success and Support Program and Student Equity initiatives. The director will collaborate with SSRS counselors/coordinators, Learning in Communities, Student Success Center, and instructional departments to track students' course and degree/certification completion.</p> <p>Link to Goal: The director of Student Success and Retention Services will be an additional support team member who will help assist with student success and equity initiatives.</p> <p>Evaluation: Each program will track the number of African American, Filipino and Latina/o students served and provide reporting in their annual program review.</p> | | | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|------|---|---|---|--|--|------------------------|----------------|-----|
| E.11 | | Curriculum/course development or adaptation | X | Professional development | African American, 50 Filipino, 50 Latina/o, 100 Low Income, 100 Foster Youth, 50 Veterans, 50 | Dec 2015- Dec 2016 | \$12,244 | \$0 |
| | | Direct student support | | Research and evaluation | | | | |
| | X | Instructional support activities | | Student equity coordination/ planning | | | | |
| | X | Outreach | X | Student services or other categorical program | | | | |
| | <p>Activity Plan (hire): Director of STEM Pathways Team Lead: Physical Sciences, Mathematics and Engineering Division</p> <p>The Physical Sciences, Mathematics and Engineering Division will hire one director of STEM Pathways to coordinate the Statway and Math Performance and Success Programs to ensure access and quality instruction for African American, Filipino, and Latina/o students. The director will develop campus partnerships with SSRS programs, Learning in Communities, Outreach and Relations with Schools, Business/Computer Science, and Biological and Health Sciences.</p> <p>Link to Goal: The director of STEM Pathways is an additional support team member and will help with student success and equity initiatives.</p> <p>Evaluation: The director of STEM Pathways will track the number of African American, Filipino and Latina/o students served and provide reporting in their annual program review.</p> | | | | | | | |
| E.12 | | Curriculum/course development or adaptation | | Professional development | N/A, ongoing support of Office of Equity and Staff Development Equity Related Professional development | Jan 2016 - Dec 2016 | \$9,954 | \$0 |
| | | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | X | Student equity coordination/ planning | | | | |
| | | Outreach | | Student services or other categorical program | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|---|---|---|---|--|--|---------------------|----------------|-----|
| | Activity Plan (hire): Office of Equity Administrative Assistant | | | Team Lead: Office of Equity, Social Justice & Multicultural Education | | | | |
| | The Office of Equity, Social Justice and Multicultural Education will hire an administrative assistant to support the Equity Office and Staff Development Office in meeting the college's equity planning goals and activities. The administrative assistant will specifically assist with budget tracking, record keeping, contracting, conference/training/workshop logistics, scheduling, and related office administration. In addition, the administrative assistant will support linkages between the Offices of Equity and Staff Development, which includes assisting with Partners In Learning, Service Excellence, and equity-related programs that emphasize supporting classified staff in creating a welcoming environment for students and identifying linkages to the equity indicators. | | | | | | | |
| | Link to Goal: The administrative assistant will work with the Equity Office and those accessing services from these campus-wide offices. | | | | | | | |
| | Evaluation: The administrative assistant will help with all equity programming and services related to the state equity report initiatives. | | | | | | | |
| E.13 | | Curriculum/course development or adaptation | | Professional development | N/A, ongoing data analysis | Sep 2015 - Jun 2016 | \$8,098 | \$0 |
| | | Direct student support | X | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ Planning | | | | |
| | | Outreach | | Student services or other categorical program | | | | |
| | Activity Plan (continued position): Student Equity Research Analyst | | | | | | | |
| Team Lead: Office of Instruction | | | | | | | | |
| The Office of Instruction has hired a research analyst to support state-mandated equity reporting. The research analyst is working with various college areas to communicate the equity analysis and help embed evaluation/metrics into program activities that support and enhance equity initiatives. Furthermore, for professional development-related activities, the student equity research analyst will analyze and compare the course completion rates from courses taught by faculty participating in the training and those who were not able to participate. | | | | | | | | |
| Link to Goal: The research analyst is communicating equity findings on target populations: age, gender, African American, Filipino, Latina/o, low-income, disabled, foster youth and veteran students. | | | | | | | | |
| Evaluation: The research analyst provides equity data analysis during spring and fall quarters when the Equity Plan is undergoing planning and reporting to the governance groups. In addition, the research analyst provides ad hoc equity analysis as needed. | | | | | | | | |
| E.14 | | Curriculum/course development or adaptation | X | Professional development | African American, 75 Filipino, 75 Latina/o, 75 Low Income, 25 | Sep 2015 - Dec 2016 | \$83,903 | \$0 |
| | | Direct student support | | Research and evaluation | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|--|-------------------------------------|---|--|--|-----------------------|-----------------|----------------|
| | Instructional support activities | X | Student equity coordination/ planning | Disabled, 50 Foster Youth, 50 Veterans, 50 | | | |
| | Outreach | | Student services or other categorical program | | | | |
| <p>Activity Plan (hire): Director of Equity Office (70% faculty reassigned time) Team Lead: Office of Instruction</p> <p>The director or the Office of Equity, Social Justice and Multicultural Education will receive 70% reassigned time for related program development, co-facilitation of the high impact practices series, oversight and development of equity core team programs and services, supervision of the student equity program coordinator and equity office administrative assistant and related state equity work. The director will also assist with the deepening of campus partnerships with Student Success and Retention Services programs, Learning in Communities, Outreach and Relations with Schools, Umoja, Higher Education for AB540 Students, Jean Miller Center for Gender and Sexualities, Foster Youth Programs, Disability Support Programs and Services, and Veterans Resource Center to ensure HIP implementation and linkages between identified strategies for student success.</p> <p>Link to Goal: The director will be a key leader and an additional support team member to assist with student success and equity initiatives.</p> <p>Evaluation: The director will track the number of faculty, staff, and administrators who participate in key professional development programs and the correlation with their participation and student impact. The student equity research analyst will analyze professional development and coaching program completion and related student impact.</p> | | | | | | | |

Other College- or District-wide Initiatives Affecting Several Indicators

Two statewide and one college-wide initiatives guide equity work at De Anza: Basic Skills Initiative (BSI), Student Success and Support Programs Initiative, and Disability Support and Program Services (DSPS). Campus activities that support these initiatives include institutional research, our shared governance (including the Equity Action Council), district-wide climate assessments, annual equity and program reviews, equity strategic planning throughout our Educational Master Plan, democratic and civic capacity- building for social justice, and robust staff development. These strategic initiatives are critical tenets to move the equity agenda forward.

This Student Equity Plan further highlights goals and activities identified above as well as those specifically identified by the state as measures of equity progress. All activities fully address and are integrated, per the recommended crosswalk, with all statewide and college-wide initiatives. Activity outcomes reflect these combined efforts. All of De Anza College's efforts are guided by our conceptual framework, theory of action/change, the college's vision, mission and values, and most importantly, a passionate commitment to equity and social justice.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

| F.1 to F.4 | INDICATORS TO BE AFFECTED BY BSI ACTIVITIES |
|------------|---|
| | Access |
| X | Course Completion |
| X | ESL and Basic Skills Completion |
| | Degree and Certificate Completion |
| | Transfer |

| F.5 | INDICATORS TO BE AFFECTED BY DSPS ACTIVITIES |
|-----|--|
| | Access |
| X | Course Completion |
| X | ESL and Basic Skills Completion |
| X | Degree and Certificate Completion |
| X | Transfer |

| F.6 | INDICATORS TO BE AFFECTED BY STUDENT SERVICES ACTIVITIES |
|-----|--|
| | Access |
| | Course Completion |
| | ESL and Basic Skills Completion |
| X | Degree and Certificate Completion |
| | Transfer |

ACTIVITIES: ACTIVITIES AFFECTING SEVERAL GOALS (F.1 to F.6)

| ID | Activity Type(s) | | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|--|------------------|---|---|---|---|---------------------|--------------|--------------|
| F.1 | | Curriculum/course development or adaptation | | Professional development | Male, 500 African American, 45 Filipino, 70 Latina/o, 260 Low Income, 200 Disabled, 40 Foster Youth, 10 Veterans, 20 | Feb 2016 - Jun 2016 | \$0 | \$10,000 BSI |
| | X | Direct student support | X | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ Planning | | | | |
| | | Outreach | X | Student services or other categorical program | | | | |
| <p>Activity Plan (implement): Multiple Measures Assessment Project Pilot Team Lead: Office of Institutional Research & Planning</p> <p>De Anza College is one of 28 pilot colleges participating in the Multiple Measures Assessment Project (MMAP) as part of the Common Assessment Initiative. The MMAP asks pilot colleges to analyze a retrospective cohort of students using the multiple measures rule sets, which uses high school courses, grades and overall GPA to predict students' placement in college-level English and math courses. The rule set, or model, places students in an English and math course where their predicted success rate will be at least a 2.2 GPA.</p> <p>As part of the pilot project, De Anza will use the multiple measures model to place a cohort of students in spring 2016, and to implement one of six recommended Non-Cognitive Variable (NCV) scales to a cohort of students and report the responses to Cal-PASS Plus at the end of spring 2016 quarter. The data will be used to determine the value added of incorporating the NCV to the multiple measures model. At the conclusion of the pilot, Cal-Pass Plus will provide college-level analysis to the pilot colleges and report its findings to the state.</p> | | | | | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|-----|---|---|---|--|--|------------------------|----------------|----------------------|
| | <p><u>Link to Goal:</u> The activity could effectively place students in a higher English and/or math level; and therefore, saving students time and increasing their likelihood of throughput. In addition, the activity will enable De Anza to evaluate the effectiveness of its current placement process and the use of high school transcript data to predict English and math placement.</p> <p><u>Evaluation:</u> The Office of Institutional Research and Planning will analyze and share results of the pilot outcomes to the college. Pending outcomes, De Anza will consider potential revisions to its assessment testing.</p> | | | | | | | |
| F.2 | X | Curriculum/course development or adaptation | X | Professional development | African American, 50 Latina/o, 120 | Sep 2015 - Jun 2016 | \$0 | \$10,000 BSI |
| | | Direct student support | X | Research and evaluation | | | | |
| | X | Instructional support activities | | Student equity coordination/ planning | | | | |
| | | Outreach | | Student services or other categorical program | | | | |
| | <p><u>Activity Plan (implement):</u> Developmental and Readiness Education Collaboration with ESL Team Lead: Basic Skills Initiative Co-Chairs and ESL Department Chair</p> <p>Our Developmental and Readiness Education (DARE) Taskforce will partner with the ESL Department and Institutional Research to identify and develop interventions that will increase ESL and basic skills completion for African American and Latino students.</p> <p><u>Link to Goal:</u> African American and Latina/o students are disproportionately impacted across all three ESL and basic skills indicators. Identifying interventions will help improve their completion rates and assist targeted populations complete the basic skills sequence.</p> <p><u>Evaluation:</u> Pending outcomes, we will assess and establish an evaluation for the intervention(s).</p> | | | | | | | |
| F.3 | X | Curriculum/course development or adaptation | X | Professional development | African American, 50 Filipino, 50 Latina/o, 100 Low Income, 200 Disabled, 25 Foster Youth, 25 Veterans, 50 | Jan 2016 - Dec 2016 | \$0 | \$30,000 BSI SSSP |
| | X | Direct student support | | Research and evaluation | | | | |
| | X | Instructional support activities | | Student equity coordination/ Planning | | | | |
| | X | Outreach | X | Student services or other categorical program | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|--|--|---|---|--|--|------------------------|----------------------------------|-----------------------|
| | Activity Plan (implement): English and Math Readiness Summer Jams | | | | | | Team Lead: DARE Taskforce | |
| | Our Developmental and Readiness Education (DARE) Taskforce provides oversight on campus-wide basic skills initiatives with student equity in mind. DARE will continue its basic skills initiative by partnering with English, ESL, Reading, Math, Counseling, and Outreach and Relations with Schools to research, develop, and implement two four-day boot camps/jams to incoming first-year students (primarily African American, Latina/o, low income, disabled, foster youth). These boot camps/jams will provide workshops on English and math readiness, placement and assessment, and introduce students to support services, learning communities with basic skills preparedness, and career programs. | | | | | | | |
| | Link to Goal: The English and Math Readiness Summer Jams will provide students the opportunity to refresh their English and math skills and assist them in achieving a higher placement in English and math courses. | | | | | | | |
| | Evaluation: The student equity research analyst will analyze and compare the basic skills course completion rates of English and Math Readiness Summer Jam participants to non-Summer Jam students. The goal is to have Summer Jam participants complete at higher rates than non-Summer Jam participants. The results will serve as baseline and be used for future Summer Jam program evaluation. | | | | | | | |
| F.4 | | Curriculum/course development or adaptation | | Professional development | African American, 50 Foster Youth, 50 Latina/o, 50 Low Income, 50 Disabled, 50 Veterans, 50 | Jan 2016 - Jun 2016 | \$0 | \$10,000 BSI |
| | | Direct student support | X | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ planning | | | | |
| | | Outreach | | Student services or other categorical program | | | | |
| | Activity Plan (implement): Exit Survey | | | | | | | |
| About 75 percent of all De Anza students are placed into at least one developmental course. Since basic skills courses are precursors into degree/certificate-applicable courses, students' success in basic skills could positively or negatively shape their educational outlook and progress. De Anza students are able to drop a class via MyPortal, but their reason for dropping the class has not been tracked. For this reason, the DARE Taskforce requested for an exit survey to be developed. The purpose of the exit survey is to obtain and evaluate students' reasons for dropping classes in basic skills ESL, English Writing, Reading, Language Arts, and Math. | | | | | | | | |
| Link to Goal: The data from the exit survey will be used to assess course scheduling and program reviews. | | | | | | | | |
| Evaluation: The student equity research analyst will provide data analysis to the DARE Taskforce Student Success and Support Programs-Student Equity Advisory Committee. | | | | | | | | |
| F.5 | | Curriculum/course development or adaptation | | Professional development | Disabled, 600 | Sep 2015 - Jun 2016 | \$0 | \$300,000 Disabled |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds | |
|--|------------------|--|---|--|---|------------------------|---------------------------------------|---|
| | X | Direct student support | | Research and evaluation | | | Support and Program Services | |
| | | Instructional support activities | | Student equity coordination/ Planning | | | | |
| | | Outreach | X | Student services or other categorical program | | | | |
| <p>Activity Plan (implement): Disability Support and Program Services Team Lead: Office of Student Services</p> <p>Our Disability Support and Program Services (DSPS) team serves more than 1,000 students each year and provides our disabled students with educational planning, academic advising and tutoring services to assist in their course, degree/certificate and transfer completion. In order to ensure access to the college's curriculum, facilities, and programs, and to promote student success, DSPS offers on- and off-campus programs offering a comprehensive array of accommodations, educational assistance classes, and support services. Some of these support services to assist our disabled students include:</p> <ul style="list-style-type: none"> • Educational diagnostic center: assessment, accommodations • Adapted physical education: adapted physical, aquatics, and outdoor education • Disability support services: accommodations and services such as sign language, interpreting/captioning, assistive technology • HOPE*/De Anza: off-campus sites offering work preparation and support <p>*HOPE Services is a CARF-accredited agency considered the premiere accrediting body for rehabilitation programs. Facilities that are CARF-accredited must meet stringent international standards. CARF sees as its core values: ensuring that all people have the right to be treated with dignity and respect; that all people have access to needed services that achieve optimum outcomes; and that all people be empowered to exercise informed choice.</p> <p>Link to Goal: Our DSPS program provides student support services to disabled students that assists in making college less prohibitive, and caters to students' specific needs.</p> <p>Evaluation: DSPS will track the number of students served and provide reporting in their annual program review.</p> | | | | | | | | |
| F.6 | | Curriculum/course development or adaptation | | Professional development | African American, 45 Filipino, 75 Latina/o, 280 Low Income, 200 Disabled, 45 Foster Youth, 8 | Jan 2016 - Jun 2016 | \$0 | \$10,000 Office of Enrollment Services SSSP |
| | | Direct student support | | Research and evaluation | | | | |
| | | Instructional support activities | | Student equity coordination/ planning | | | | |

| ID | Activity Type(s) | | | Target Populations(s), Estimated Number | Start and End Date | Equity Funds | Other Funds |
|---|------------------|---|--|--|-----------------------|-----------------|----------------|
| | Outreach | X | Student services or other categorical program | Veterans, 18 | | | |
| <p>Activity Plan (implement): DegreeWorks Audit Team Lead: Office of Student Services, Admissions and Records</p> | | | | | | | |
| <p>The Admissions and Records (A&R) team will run a report of students with enough credits to receive a degree or certificate, and alert these students to file for a degree or certificate completion.</p> | | | | | | | |
| <p>Link to Goal: The DegreeWorks audit will serve as another touch-point to ensure students achieve their educational goal. The A&R team will be able to assist students to file for a degree or certificate, and refer students to see their academic counselors/advisors if students opt not to file due to changes in educational goals, majors, etc.</p> | | | | | | | |
| <p>Evaluation: The A&R team will run the audit report one time per year, and include their findings and outcomes in their annual program review. Pending outcomes, we will reassess the estimated number of students affected by the DegreeWorks audit.</p> | | | | | | | |

Summary Budget

Please find attached Summary Budget spreadsheet that details De Anza College's Student Equity 2015-2016 Expenditure Plan. Proposed positions, activities, and services are budgeted accordingly based on Indicator.

| |
|---|
| 2015-16 Student Equity Plan Summary Budget |
| Foothill-DeAnza CCD |
| De Anza College |

Part I: Student Equity Funding

Enter whole numbers only

Total 2015-16 College Student Equity Allocation \$ 1,323,418

If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level

Part II: 2015-16 Planned Student Equity Expenditures \$ 1,323,418

Balance 2015-16 College Student Equity Allocation \$ -

**2014-15 Student Equity Plan Summary Budget.
Part I: Funding
Specific Entry Instructions**

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

cell:

- F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their *college* allocation from the district office.
 - F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.
 - F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.
 - F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.
 - 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
 - +
 -
- If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
- If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

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|---|
| 2015-16 Student Equity Plan Summary Budget |
| Foothill-DeAnza CCD |
| De Anza College |

Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Student Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the \$ amounts to be reported under the categories: Outreach, Student Services & Categoryals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: <http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx>

| BAM Codes | Classification | Activity ID | Outreach | Student Services & Categoryals | Research and Evaluation | SE Coordination & Planning | Curriculum/ Course Dev. & Adaptation | Professional Development | Instructional Support | Direct Student Support | Total | |
|-----------|---|-------------------|----------|--------------------------------|-------------------------|----------------------------|--------------------------------------|--------------------------|-----------------------|------------------------|----------|--------|
| 1000 | Academic Salaries: Position Title(s) | # of Hours | | | | | | | | | | |
| | Director STEM Pathways (1260) 1 FTE | 313.00 | B1 | \$ 1,366 | \$ 6,148 | \$ - | \$ - | \$ - | \$ 6,148 | \$ - | 13,662 | |
| | Director STEM Pathways (1260) | 313.00 | B2 | \$ 1,366 | \$ 6,148 | \$ - | \$ - | \$ - | \$ 6,148 | \$ - | 13,662 | |
| | Director STEM Pathways (1260) | 313.00 | C1 | \$ 1,366 | \$ 6,148 | \$ - | \$ - | \$ - | \$ 6,148 | \$ - | 13,662 | |
| | Director STEM Pathways (1260) | 313.00 | C2 | \$ 1,366 | \$ 6,148 | \$ - | \$ - | \$ - | \$ 6,148 | \$ - | 13,662 | |
| | Director STEM Pathways (1260) | 313.00 | C3 | \$ 1,366 | \$ 6,148 | \$ - | \$ - | \$ - | \$ 6,148 | \$ - | 13,662 | |
| | Director STEM Pathways (1260) | 313.00 | D9 | \$ 1,366 | \$ 6,148 | \$ - | \$ - | \$ - | \$ 6,148 | \$ - | 13,662 | |
| | Director STEM Pathways (1260) | 210.00 | E11 | \$ 913 | \$ 4,099 | \$ - | \$ - | \$ - | \$ 4,099 | \$ - | 9,111 | |
| | Total | 2088.00 | | | | | | | | | | |
| | SSRS Faculty Director-Reassigned (1260) 1 FTE | 234.00 | B1 | \$ 1,826 | \$ 8,216 | \$ - | \$ - | \$ - | \$ 8,216 | \$ - | 18,258 | |
| | SSRS Faculty Director-Reassigned (1260) | 234.00 | B2 | \$ 1,826 | \$ 8,216 | \$ - | \$ - | \$ - | \$ 8,216 | \$ - | 18,258 | |
| | SSRS Faculty Director-Reassigned (1260) | 234.00 | C1 | \$ 1,826 | \$ 8,216 | \$ - | \$ - | \$ - | \$ 8,216 | \$ - | 18,258 | |
| | SSRS Faculty Director-Reassigned (1260) | 234.00 | C2 | \$ 1,826 | \$ 8,216 | \$ - | \$ - | \$ - | \$ 8,216 | \$ - | 18,258 | |
| | SSRS Faculty Director-Reassigned (1260) | 234.00 | C3 | \$ 1,826 | \$ 8,216 | \$ - | \$ - | \$ - | \$ 8,216 | \$ - | 18,258 | |
| | SSRS Faculty Director-Reassigned (1260) | 234.00 | D7 | \$ 1,826 | \$ 8,216 | \$ - | \$ - | \$ - | \$ 8,216 | \$ - | 18,258 | |
| | SSRS Faculty Director-Reassigned (1260) | 156.00 | E10 | \$ 1,219 | \$ 5,478 | \$ - | \$ - | \$ - | \$ 5,478 | \$ - | 12,175 | |
| | Total | 1560.00 | | | | | | | | | | |
| | Counselor - SSRS - UMOJA (1260) 1 FTE | 234.00 | B1 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| | Counselor - SSRS - UMOJA (1260) | 234.00 | B2 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| | Counselor - SSRS - UMOJA (1260) | 234.00 | C1 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| | Counselor - SSRS - UMOJA (1260) | 234.00 | C2 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| | Counselor - SSRS - UMOJA (1260) | 234.00 | C3 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| | Counselor - SSRS - UMOJA (1260) | 234.00 | D5 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| | Counselor - SSRS - UMOJA (1260) | 156.00 | E8 | \$ - | \$ 3,788 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 3,788 | 7,576 |
| | Total | 1560.00 | | | | | | | | | | |
| | Counselor - Foster Youth (1260) 1 FTE | 234.00 | B1 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| | Counselor - Foster Youth (1260) | 234.00 | B2 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| | Counselor - Foster Youth (1260) | 234.00 | C1 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| | Counselor - Foster Youth (1260) | 234.00 | C2 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| | Counselor - Foster Youth (1260) | 234.00 | C3 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| | Counselor - Foster Youth (1260) | 234.00 | D3 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| | Counselor - Foster Youth (1260) | 156.00 | E6 | \$ - | \$ 3,788 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 3,788 | 7,576 |
| | Total | 1560.00 | | | | | | | | | | |

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|---|
| 2015-16 Student Equity Plan Summary Budget |
| Foothill-DeAnza CCD |
| De Anza College |

Part II: Planned Student Equity (SE) Expenditures

| | | | | | | | | | | | |
|---|-------------------|--------------------|-----------------|---|--------------------------------|---------------------------------------|--|---------------------------------|------------------------------|-------------------------------|--------------|
| Counselor - Veterans (1260) 1 FTE | 234.00 | B1 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| Counselor - Veterans (1260) | 234.00 | B2 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| Counselor - Veterans (1260) | 234.00 | C1 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| Counselor - Veterans (1260) | 234.00 | C2 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| Counselor - Veterans (1260) | 234.00 | C3 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| Counselor - Veterans (1260) | 234.00 | D4 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| Counselor - Veterans (1260) | 156.00 | E7 | \$ - | \$ 3,788 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 3,788 | 7,576 |
| Total | 1560.00 | | | | | | | | | | |
| Counselor - Careers (1260) 1 FTE | 234.00 | B1 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| Counselor - Careers (1260) | 234.00 | B2 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| Counselor - Careers (1260) | 234.00 | C1 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| Counselor - Careers (1260) | 234.00 | C2 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| Counselor - Careers (1260) | 234.00 | C3 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| Counselor - Careers (1260) | 234.00 | D6 | \$ - | \$ 5,678 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 5,678 | 11,356 |
| Counselor - Careers (1260) | 156.00 | E9 | \$ - | \$ 3,788 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 3,788 | 7,576 |
| Total | 1560.00 | | | | | | | | | | |
| Student Equity Director (1260) .70 FTE | 313.00 | B1 | \$ - | \$ - | \$ - | \$ 4,594 | \$ - | \$ 4,594 | \$ - | \$ - | 9,188 |
| Student Equity Director (1260) | 313.00 | B2 | \$ - | \$ - | \$ - | \$ 4,594 | \$ - | \$ 4,594 | \$ - | \$ - | 9,188 |
| Student Equity Director (1260) | 313.00 | C1 | \$ - | \$ - | \$ - | \$ 4,594 | \$ - | \$ 4,594 | \$ - | \$ - | 9,188 |
| Student Equity Director (1260) | 313.00 | C2 | \$ - | \$ - | \$ - | \$ 4,594 | \$ - | \$ 4,594 | \$ - | \$ - | 9,188 |
| Student Equity Director (1260) | 313.00 | C3 | \$ - | \$ - | \$ - | \$ 4,594 | \$ - | \$ 4,594 | \$ - | \$ - | 9,188 |
| Student Equity Director (1260) | 313.00 | D11 | \$ - | \$ - | \$ - | \$ 4,594 | \$ - | \$ 4,594 | \$ - | \$ - | 9,188 |
| Student Equity Director (1260) | 210.00 | E14 | \$ - | \$ - | \$ - | \$ 3,064 | \$ - | \$ 3,064 | \$ - | \$ - | 6,128 |
| Total | 2088.00 | | | | | | | | | | |
| Peer Mentoring Program Coordinator (1260) .25 FTE | 78.00 | B1 | \$ - | \$ - | \$ - | \$ - | \$ 1,720 | \$ - | \$ 1,720 | \$ 1,772 | 5,212 |
| Peer Mentoring Program Coordinator (1260) | 78.00 | B2 | \$ - | \$ - | \$ - | \$ - | \$ 1,720 | \$ - | \$ 1,720 | \$ 1,772 | 5,212 |
| Peer Mentoring Program Coordinator (1260) | 78.00 | C1 | \$ - | \$ - | \$ - | \$ - | \$ 1,720 | \$ - | \$ 1,720 | \$ 1,772 | 5,212 |
| Peer Mentoring Program Coordinator (1260) | 78.00 | C2 | \$ - | \$ - | \$ - | \$ - | \$ 1,720 | \$ - | \$ 1,720 | \$ 1,772 | 5,212 |
| Peer Mentoring Program Coordinator (1260) | 78.00 | D7 | \$ - | \$ - | \$ - | \$ - | \$ 1,720 | \$ - | \$ 1,720 | \$ 1,772 | 5,212 |
| Total | 390.00 | | | | | | | | | | |
| Subtotal | | | \$ 21,284 | \$ 247,185 | \$ - | \$ 30,628 | \$ 8,600 | \$ 30,628 | \$ 104,361 | \$ 160,284 | \$ 602,970 |
| 2000 | | | | | | | | | | | |
| Classified and Other Nonacademic Salaries: Position Title(s) | # of Hours | Activity ID | Outreach | Student Services & Categorys | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adaption | Professional Development | Instructional Support | Direct Student Support | Total |
| College Research Analyst (2170) 1 FTE | 313.00 | B1 | \$ - | \$ - | \$ 8,907 | \$ - | \$ - | \$ - | \$ - | \$ - | 8,907 |
| College Research Analyst (2170) | 313.00 | B2 | \$ - | \$ - | \$ 8,907 | \$ - | \$ - | \$ - | \$ - | \$ - | 8,907 |
| College Research Analyst (2170) | 313.00 | C1 | \$ - | \$ - | \$ 8,907 | \$ - | \$ - | \$ - | \$ - | \$ - | 8,907 |
| College Research Analyst (2170) | 313.00 | C2 | \$ - | \$ - | \$ 8,907 | \$ - | \$ - | \$ - | \$ - | \$ - | 8,907 |
| College Research Analyst (2170) | 313.00 | C3 | \$ - | \$ - | \$ 8,907 | \$ - | \$ - | \$ - | \$ - | \$ - | 8,907 |
| College Research Analyst (2170) | 313.00 | D10 | \$ - | \$ - | \$ 8,907 | \$ - | \$ - | \$ - | \$ - | \$ - | 8,907 |

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| 2015-16 Student Equity Plan Summary Budget |
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| De Anza College |

Part II: Planned Student Equity (SE) Expenditures

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|---|-----------------|-----------|----|---|----|---|----|--------|----|--------|----|---|----|--------|----|---|-------|---|--------|---------|
| College Research Analyst (2170) | 210.00 | E13 | \$ | - | \$ | - | \$ | 5,935 | \$ | - | \$ | - | \$ | - | \$ | - | 5,935 | | | |
| Total | 2,088.00 | | | | | | | | | | | | | | | | | | | |
| Program Coordinator II (2170) 1 FTE | 418.00 | B1 | \$ | - | \$ | - | \$ | - | \$ | 5,572 | \$ | - | \$ | 5,572 | \$ | - | \$ | - | 11,144 | |
| Program Coordinator II (2170) | 418.00 | B2 | \$ | - | \$ | - | \$ | - | \$ | 5,572 | \$ | - | \$ | 5,572 | \$ | - | \$ | - | 11,144 | |
| Program Coordinator II (2170) | 418.00 | C1 | \$ | - | \$ | - | \$ | - | \$ | 5,572 | \$ | - | \$ | 5,572 | \$ | - | \$ | - | 11,144 | |
| Program Coordinator II (2170) | 418.00 | C2 | \$ | - | \$ | - | \$ | - | \$ | 5,572 | \$ | - | \$ | 5,572 | \$ | - | \$ | - | 11,144 | |
| Program Coordinator II (2170) | 416.00 | C3 | \$ | - | \$ | - | \$ | - | \$ | 5,573 | \$ | - | \$ | 5,572 | \$ | - | \$ | - | 11,145 | |
| Total | 2,088.00 | | | | | | | | | | | | | | | | | | | |
| Administrative Assistant-Equity (2170) 1 FTE | 418.00 | B1 | \$ | - | \$ | - | \$ | - | \$ | 9,568 | \$ | - | \$ | - | \$ | - | \$ | - | 9,568 | |
| Administrative Assistant-Equity (2170) | 418.00 | B2 | \$ | - | \$ | - | \$ | - | \$ | 9,568 | \$ | - | \$ | - | \$ | - | \$ | - | 9,568 | |
| Administrative Assistant-Equity (2170) | 313.00 | C1 | \$ | - | \$ | - | \$ | - | \$ | 7,176 | \$ | - | \$ | - | \$ | - | \$ | - | 7,176 | |
| Administrative Assistant-Equity (2170) | 313.00 | C2 | \$ | - | \$ | - | \$ | - | \$ | 7,176 | \$ | - | \$ | - | \$ | - | \$ | - | 7,176 | |
| Administrative Assistant-Equity (2170) | 313.00 | C3 | \$ | - | \$ | - | \$ | - | \$ | 7,176 | \$ | - | \$ | - | \$ | - | \$ | - | 7,176 | |
| Administrative Assistant-Equity (2170) | 313.00 | E12 | \$ | - | \$ | - | \$ | - | \$ | 7,177 | \$ | - | \$ | - | \$ | - | \$ | - | 7,177 | |
| Total | 2,088.00 | | | | | | | | | | | | | | | | | | | |
| | | | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | \$ | - | - | |
| Subtotal | | | \$ | - | \$ | - | \$ | 59,377 | \$ | 75,702 | \$ | - | \$ | 27,860 | \$ | - | \$ | - | \$ | 162,939 |

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|---|
| 2015-16 Student Equity Plan Summary Budget |
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Part II: Planned Student Equity (SE) Expenditures

| 3000 | Employee Benefits | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
|------|---|-------------|----------|---------------------------------|-------------------------|----------------------------|------------------------------------|--------------------------|-----------------------|------------------------|-------|
| | Director STEM Pathways (3100) | B1 | \$ 313 | \$ 1,410 | \$ - | \$ - | \$ - | \$ - | \$ 1,410 | \$ - | 3,133 |
| | Director STEM Pathways (3100) | B2 | \$ 313 | \$ 1,410 | \$ - | \$ - | \$ - | \$ - | \$ 1,410 | \$ - | 3,133 |
| | Director STEM Pathways (3100) | C1 | \$ 313 | \$ 1,410 | \$ - | \$ - | \$ - | \$ - | \$ 1,410 | \$ - | 3,133 |
| | Director STEM Pathways (3100) | C2 | \$ 313 | \$ 1,410 | \$ - | \$ - | \$ - | \$ - | \$ 1,410 | \$ - | 3,133 |
| | Director STEM Pathways (3100) | C3 | \$ 313 | \$ 1,410 | \$ - | \$ - | \$ - | \$ - | \$ 1,410 | \$ - | 3,133 |
| | Director STEM Pathways (3100) | D9 | \$ 313 | \$ 1,410 | \$ - | \$ - | \$ - | \$ - | \$ 1,410 | \$ - | 3,133 |
| | Director STEM Pathways (3100) | E11 | \$ 217 | \$ 940 | \$ - | \$ - | \$ - | \$ - | \$ 940 | \$ - | 2,097 |
| | SSRS Faculty Director-Reassigned (3100) | B1 | \$ 580 | \$ 2,608 | \$ - | \$ - | \$ - | \$ - | \$ 2,608 | \$ - | 5,796 |
| | SSRS Faculty Director-Reassigned (3100) | B2 | \$ 580 | \$ 2,608 | \$ - | \$ - | \$ - | \$ - | \$ 2,608 | \$ - | 5,796 |
| | SSRS Faculty Director-Reassigned (3100) | C1 | \$ 580 | \$ 2,608 | \$ - | \$ - | \$ - | \$ - | \$ 2,608 | \$ - | 5,796 |
| | SSRS Faculty Director-Reassigned (3100) | C2 | \$ 580 | \$ 2,608 | \$ - | \$ - | \$ - | \$ - | \$ 2,608 | \$ - | 5,796 |
| | SSRS Faculty Director-Reassigned (3100) | C3 | \$ 580 | \$ 2,608 | \$ - | \$ - | \$ - | \$ - | \$ 2,608 | \$ - | 5,796 |
| | SSRS Faculty Director-Reassigned (3100) | D8 | \$ 580 | \$ 2,608 | \$ - | \$ - | \$ - | \$ - | \$ 2,608 | \$ - | 5,796 |
| | SSRS Faculty Director-Reassigned (3100) | E10 | \$ 380 | \$ 1,739 | \$ - | \$ - | \$ - | \$ - | \$ 1,739 | \$ - | 3,858 |
| | Counselor - SSRS - UMOJA (3100) | B1 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - SSRS - UMOJA (3100) | B2 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - SSRS - UMOJA (3100) | C1 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - SSRS - UMOJA (3100) | C2 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - SSRS - UMOJA (3100) | C3 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - SSRS - UMOJA (3100) | D5 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - SSRS - UMOJA (3100) | E8 | \$ - | \$ 996 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,002 | 1,998 |
| | Counselor - Foster Youth (3100) | B1 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Foster Youth (3100) | B2 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Foster Youth (3100) | C1 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Foster Youth (3100) | C2 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Foster Youth (3100) | C3 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Foster Youth (3100) | D3 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Foster Youth (3100) | E6 | \$ - | \$ 996 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,002 | 1,998 |
| | Counselor - Veterans (3100) | B1 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Veterans (3100) | B2 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Veterans (3100) | C1 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Veterans (3100) | C2 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Veterans (3100) | C3 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Veterans (3100) | D4 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Veterans (3100) | E7 | \$ - | \$ 996 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,002 | 1,998 |
| | Counselor - Careers (3100) | B1 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Careers (3100) | B2 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Careers (3100) | C1 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Careers (3100) | C2 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Careers (3100) | C3 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Careers (3100) | D6 | \$ - | \$ 1,503 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,503 | 3,006 |
| | Counselor - Careers (3100) | E9 | \$ - | \$ 996 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,002 | 1,998 |
| | Student Equity Director (3100) | B1 | \$ - | \$ - | \$ - | \$ 1,699 | \$ - | \$ 1,699 | \$ - | \$ - | 3,398 |
| | Student Equity Director (3100) | B2 | \$ - | \$ - | \$ - | \$ 1,699 | \$ - | \$ 1,699 | \$ - | \$ - | 3,398 |

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| 2015-16 Student Equity Plan Summary Budget |
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Part II: Planned Student Equity (SE) Expenditures

| | | | | | | | | | | |
|---|-----------|-----------|-----------|----------|-----------|----------|-----------|----------|-----------|------------|
| Learning Communities (LEAD, LinC, Puente, FYE, UN | B1 | \$ - | \$ - | \$ - | \$ - | \$ 3,300 | \$ - | \$ 3,300 | \$ 3,400 | 10,000 |
| | B2 | \$ - | \$ - | \$ - | \$ - | \$ 3,300 | \$ - | \$ 3,300 | \$ 3,400 | 10,000 |
| | C1 | \$ - | \$ - | \$ - | \$ - | \$ 3,300 | \$ - | \$ 3,300 | \$ 3,400 | 10,000 |
| | C2 | \$ - | \$ - | \$ - | \$ - | \$ 3,300 | \$ - | \$ 3,300 | \$ 3,400 | 10,000 |
| | C3 | \$ - | \$ - | \$ - | \$ - | \$ 3,300 | \$ - | \$ 3,300 | \$ 3,400 | 10,000 |
| Foster Youth RISE Program | B1 | \$ - | \$ 7,500 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 7,500 | 15,000 |
| | B2 | \$ - | \$ 7,500 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 7,500 | 15,000 |
| Office of Equity Programs | | | | | | | | | | |
| Equity Core Teams | B1 | \$ - | \$ - | \$ - | \$ 3,500 | \$ - | \$ 3,500 | \$ - | \$ - | 7,000 |
| | B2 | \$ - | \$ - | \$ - | \$ 3,500 | \$ - | \$ 3,500 | \$ - | \$ - | 7,000 |
| | C1 | \$ - | \$ - | \$ - | \$ 3,500 | \$ - | \$ 3,500 | \$ - | \$ - | 7,000 |
| | C2 | \$ - | \$ - | \$ - | \$ 3,500 | \$ - | \$ 3,500 | \$ - | \$ - | 7,000 |
| | C3 | \$ - | \$ - | \$ - | \$ 3,500 | \$ - | \$ 3,500 | \$ - | \$ - | 7,000 |
| | E6 | \$ - | \$ - | \$ - | \$ 2,500 | \$ - | \$ 2,500 | \$ - | \$ - | 5,000 |
| Hight Impact Practices Seminars | B1 | \$ - | \$ - | \$ - | \$ - | \$ 3,000 | \$ 3,000 | \$ - | \$ - | 6,000 |
| | B2 | \$ - | \$ - | \$ - | \$ - | \$ 3,000 | \$ 3,000 | \$ - | \$ - | 6,000 |
| | C1 | \$ - | \$ - | \$ - | \$ - | \$ 3,000 | \$ 3,000 | \$ - | \$ - | 6,000 |
| | C2 | \$ - | \$ - | \$ - | \$ - | \$ 3,000 | \$ 3,000 | \$ - | \$ - | 6,000 |
| | C3 | \$ - | \$ - | \$ - | \$ - | \$ 3,000 | \$ 3,000 | \$ - | \$ - | 6,000 |
| | D2 | \$ - | \$ - | \$ - | \$ - | \$ 3,000 | \$ 3,000 | \$ - | \$ - | 6,000 |
| | E4 | \$ - | \$ - | \$ - | \$ - | \$ 2,000 | \$ 2,000 | \$ - | \$ - | 4,000 |
| Men of Color Initiative | B1 | \$ 3,000 | \$ 6,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 6,000 | 15,000 |
| | B2 | \$ 3,000 | \$ 6,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 6,000 | 15,000 |
| | E2 | \$ 2,000 | \$ 4,000 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 4,000 | 10,000 |
| Research (Faculty Staff Inquiry Tool) | C1 | \$ - | \$ - | \$ 2,000 | \$ - | \$ 1,000 | \$ 1,000 | \$ - | \$ - | 4,000 |
| | C2 | \$ - | \$ - | \$ 1,500 | \$ - | \$ 750 | \$ 750 | \$ - | \$ - | 3,000 |
| | C3 | \$ - | \$ - | \$ 1,500 | \$ - | \$ 750 | \$ 750 | \$ - | \$ - | 3,000 |
| | | \$ 48,000 | \$ 61,000 | \$ 5,000 | \$ 20,000 | | \$ 42,500 | | \$ 68,000 | \$ 300,000 |

Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

Overview of Institutional Metrics

Our institutional metrics are established by our Office of Institutional Research and Planning in collaboration with the College Planning Committee, shared with governance groups, and approved by College Council. The metrics within our Educational Master Plan align with metrics in the Student Success Scorecard and required by the Institutional Effectiveness Partnership Initiative (IEPI).

The institutional metrics were developed with an equity framework in mind; and therefore, many of them relate to our student equity indicators. The target year for when we aim to have these metrics achieved is by 2020, and each metric is accompanied by three goals:

1. Educational Master Plan Goal, which was developed based on trends over the past five years and set at a rate consistent with growth over the five-year period; and serves as our college's metric goal.
2. Aspirational Goal, which we strive to achieve at the highest level and is set at least two percentage points above our Educational Master Plan Goal.
3. Standard Rate, which is the floor in which we do not want to fall below. If we were to fall below this rate, we would want to take steps to improve it.

Institutional Goals

Since the majority of our institutional metrics are connected to student equity indicators, our institutional activities to close the achievement gaps are described in the access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer sections of this report. In Table 23.0, we provide our institutional metrics that pertain to the five student equity indicators. These metrics are listed with their associated target goals. Some of the measurements listed in the table focuses on our overall student populations, and we provide them for this report to offer a comprehensive and dynamic picture of how our institutional metrics affect our target and non-target student populations.

Institutional Evaluation

Each year, our Office of Institutional Research and Planning, in collaboration with the College Planning Committee, will evaluate and assess changes in each of the standards and provide an update to the shared governance groups and College Council. The information will help our college assess growth or decline in metrics and take actions accordingly. If we were to fall below our standard, we would want to immediately take action to bring the metric up to a rate closer to the five-year average through strategic planning and targeted initiatives.

SUMMARY EVALUATION SCHEDULE AND PROCESS

Table 23.0 De Anza College Institutional Metrics 2015-2020

| Student Equity Indicators | | Institutional Metrics | Links to Other Report(s) | Target Populations | 5-year Average | Current Rate | Standard Rate (floor) | Ed. Master Plan Goal (metric goal) | Aspirational Goal (hopeful) | Target Date |
|---------------------------|------------------------|--|--------------------------|--|----------------|--------------|-----------------------|------------------------------------|-----------------------------|-------------|
| A | Access | Fall enrollment of underrepresented students residing in geographical locations with historically low participation rates will increase to 47% | N/A | African American, Filipino, & Latina/o | 43% | 44% | 42% | 47% | 49% | By 2020 |
| B | Course Completion | The college will achieve a rate of 77% for the annual course completion rate | IEPI | All | 75% | 76% | 74% | 77% | 78% | By 2020 |
| B | Course Completion | There will be no more than a 5-percentage point difference between the annual course completion rate for targeted groups and non-targeted groups | IEPI | African American, Filipino, & Latina/o | 68% | 68% | 67% | 72% | 74% | By 2020 |
| B | Course Completion | The college will attain an overall <i>persistence</i> rate of 75% | Scorecard | All | 74% | 71% | 73% | 75% | 78% | By 2020 |
| B | Course Completion | Targeted groups will <i>persist</i> from fall to fall at a rate within 5% of non-targeted groups | Scorecard | African American, Filipino, & Latina/o | 68% | 73% | 67% | 75% | 77% | By 2020 |
| B | Course Completion | The college will achieve a rate of 89% or the highest score within the peer group on the completion rate for <i>prepared</i> students | IEPI & Scorecard | Prepared students | 83% | 84% | 82% | 89% | 91% | By 2020 |
| C | ESL and Basic Skills | The college will achieve a rate of 62% or the highest score within the peer group on the completion rate for <i>unprepared</i> students | IEPI & Scorecard | Unprepared students | 58% | 60% | 57% | 62% | 64% | By 2020 |
| C | ESL | The college will achieve an ESL course completion rate of 50% | IEPI & Scorecard | All | 42% | 46% | 41% | 50% | 52% | By 2020 |
| C | Basic Skills English | The college will achieve a basic skills English course completion rate of 77% | IEPI & Scorecard | All | 70% | 73% | 69% | 77% | 79% | By 2020 |
| C | Basic Skills Math | The college will achieve a basic skills Math course completion rate of 57% | IEPI & Scorecard | All | 52% | 55% | 51% | 57% | 59% | By 2020 |
| D | Degree Completion | The number of associate degrees awarded will increase to 2,100 | IEPI | All | 1,444 | 1,701 | 1,500 | 2,100 | 2,300 | By 2020 |
| D | Certificate Completion | The number of certificates awarded will increase to 675 | IEPI | All | 550 | 584 | 500 | 675 | 700 | By 2020 |
| E | Transfer | The number of students who transfer to a four-year institution will increase to 2,800 | IEPI | All | 2,420 | 2,604 | 2,400 | 2,800 | 2,850 | By 2020 |

Attachments

Please find attached:

1. The Five Knowledge Areas
2. Student Equity Plan
3. De Anza College's Student Success and Support Program 2015-2016 Plan
4. Draft of De Anza's Educational Master Plan (2015-2020)

Appendix

The Five Knowledge Areas

1. Social Justice: The Center for Economic and Social Justice provides the following definition for social justice, which guides our work: Social justice is the virtue that guides us in creating those organized human interactions we call institutions. In turn, social institutions, when justly organized, provide us with access to what is good for the person, both individually and in our associations with others.

2. Civic Capacity for Equity and Social Justice: The De Anza College Institute for Community and Civic Engagement has defined civic capacity for equity and social justice as a desire for our students to see themselves as active agents who have the skills and motivation to act in these four areas of life to bring about outcomes where people are met where they are and treated with respect to be able to build a world in which people can realize their capacities. In summary, we uphold that civic capacity is the ability to make a difference, to have the knowledge, skills, and motivation to be an agent of change in the world.

3. Multicultural Education: The National Association of Multicultural Education defines multicultural education as “a process that permeates all aspects of our campus practices, policies and organization as a means to ensure the highest levels of academic achievement for all students. It helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse groups. It prepares all students to work actively toward structural equality in organizations and institutions by providing the knowledge, dispositions, and skills for the redistribution of power and income among diverse groups.”

4. Cultural Humility: Cultural humility is based on the following principles: (1) lifelong learning and self-critique, (2) community as partner and teacher/end-user (student) as partner and expert, (3) redressing power and privilege, and (4) Institutional consistency.⁸

5. Transformative Organizing: Social Justice Leadership developed *Transformative Organizing* as an approach to social justice organizing that greatly expands its impact. *Transformative Organizing* is about creating deep shifts in how we are as people, how we relate to each other, and how we structure institutions and society. It brings together approaches to transformative change, ideological development, and impactful grassroots organizing to create a new paradigm for organizing. In short, it argues that organizations can result in thriving “micro-democracies” when we intentionally address individual oppression, institutional oppression, and develop the capacity for individual agency. In so doing, we create social change agents that act within the system to transform power structures and ideologies that undermine equity and equality.

⁸ Tervalon, M., & Murray-Garcia, J. (1998). Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education. *Journal of Healthcare for the Poor and Underserved*, Volume 9(2).

