

De Anza College
Student Equity Plan – Annual Report
2018-2019

Student Equity Plan – Annual Report – Disproportionately

Impacted Groups

De Anza College chose to focus on the following Disproportionately Impacted (DI) groups identified in the 2019-2022 equity plan to call out in the 2018-19 Annual Report:

Access-Enrollment:

- **African American, female:** increase from 43% to 50%, or an additional 114 students

Retention:

- **Foster Youth, female:** increase from 62% to 72%, or an additional 14 students
- **Foster Youth, male:** increase from 58% to 75%, or an additional 19 students
- **LGBTQQI+, female:** increase from 62% to 72%, or an additional 53 students
- **LGBTQQI+, male:** increase from 68% to 75%, or an additional 19 students

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

- **African American, female:** increase from 7% to 16%, or an additional five students
- **African American, male:** increase from 10% to 17%, or an additional six students
- **Latinx, female:** increase from 9% to 16%, or an additional 35 students
- **Latinx, male:** increase from 8% to 17%, or an additional 60 students

Activities to Support Each Disproportionately Impacted Group

Metric	Disproportionately Impacted Group
Access-Enrollment	African American, female
Activity: Outreach to K-12 and Community Partners	
De Anza maintains strong collaboration with high schools and school districts in Santa Clara County and the surrounding region, through delivery of services on-site in 42 area high schools, an annual High School Partners Conference in the fall and four High School Student Conferences in the winter and spring. High school outreach includes placement and educational planning for prospective students, who are also informed about Learning Communities and support services at the college specific to African American students. This work will begin to focus on outreach to Black Student Unions to further promote connections between the high school African American students and De Anza College.	
Each February a Black student conference is held on campus for high school students to attend and learn about programs and services on campus and meet De Anza faculty and staff.	
Activity: Targeted Promotional Print Material	
The Office of Communications collaborates with the Office of Outreach and Relations with Schools on events such as the Black student conference, and in developing postcards, flyers, recruitment and informational emails, website updates and event programs for conferences with underrepresented high school students.	
Activity: Orientation and Welcome Activities	
The Office of Equity and the Black Faculty, Staff and Administrators (BFSA) Network co-sponsored a lunchtime welcome event for African American students during the first week of the fall quarter. This event was designed to foster an institutional climate supportive of Black students' success on campus by introducing them to key campus wide contacts, services and departments.	
Metric	Disproportionately Impacted Group
Retention	LGBTQQI+, female and male
Activity: Research Efforts	
A focus group was held for LGBTQQI+ students and a separate focus group for employees to better understand their needs, challenges and experiences so we can best support them on campus.	
Activity: Cultural Awareness Events	
A Queer and Now conference was held in the spring term and showcased LGBTQQI+ speakers, student-led workshops and highlighted supports available to students. Classes were encouraged to attend as well as individual students.	

Activity: Peer Mentoring	
The Jean Miller Resource Center hired two student interns to support other LGBTQQI+ students and to help create a safe and supportive community.	
Activity: Integrations with Mental Health and Wellness Services	
The Jean Miller Resource Center partnered with a community organization, Youth Spaces to provide LGBTQQI+ mental health and first aid training to students and employees on campus.	
Activity: Other (Population Specific Graduation Ceremony)	
Each year the campus holds a LGBTQQI+ specific graduation and recognition ceremony for students graduating in the spring term.	
Metric	Disproportionately Impacted Group
Retention	Foster Youth, female and male
Activity:	
The De Anza College Guarding Scholars Program (GSP) and the Extended Opportunities Programs and Services (EOPS) both serve current, former and emancipated foster youth by providing a network of academic and personal support services that promote success in earning a certificate, Associate’s degree, and/or transfer to a 4-year university. Generally, the programs each serve an unduplicated 30-40 students per quarter. The students receive individualized counseling services, academic advising, referrals to on-and-off campus resources, textbook vouchers, meal vouchers, transportation assistance and funds to defray the cost of other educational expenses.	
Metric	Disproportionately Impacted Group
Completion of Transfer-Level English and Math	African American and Latinx, male
Activity: Corequisite Courses	
Within the newly created corequisite courses for EWRT1A (English 1A) there are embedded mentors and counselors to support students enrolled in the Men of Color program.	
To support Men of Color in Math10 (Statistics) the Math Performance Success program (MPS) also embeds counselors and peer mentors to support students in these corequisite courses.	
Activity: Peer Mentors	
Peer mentors are placed in transfer level courses and also support students outside of classes for African American and Latinx males who participate in the Men of Color program, the First Year Experience program and Student Success and Retention Services programs.	

Completion of Transfer-Level English and Math	African American and Latinx, female
Activity: Corequisite Courses	
Math Performance Success has embedded counselors and embedded tutors who are able to work closely with African American and Latinx female students in each corequisite section of statistics and precalculus, and help them successfully complete their courses.	
Completion of Transfer-Level English and Math	African American and Latinx, male and female
Activity: University Field Trips	
The First Year Experience program takes program participants on tours of local universities for students to explore their transfer options.	
Activity: Cultural Awareness Events	
The First Year Experience program has a Chicano in the Arts course linked with EWRT1A to support students through contextualized learning relating to their culture. The class also takes a field trip to the view and discuss Chicano murals in San Francisco.	

Category Spending [getting from Martin]

2018-19 SEA Program – 1 Year Expenditures

2018-19 SEA Program Estimated Spending

Success Story (Optional)

Responsible Person:

Success Story (5,000 characters)

Outcomes (1,000 characters)

Challenges (Optional)

Description of Challenge (5,000 characters)

Categories

Point of contact

For further information, please contact

Lorrie Ranck

Acting Vice President, Instruction

rancklorrie@deanza.edu

Alternate Point of Contact:

Mallory Newell

College Researcher

newellmallory@deanza.edu