

De Anza College
Student Equity Plan – Annual Report
2019-2020

Student Equity Plan – Annual Report – Disproportionately Impacted Groups

For this update, as in the 2018-2019 annual update, De Anza College has chosen to focus on the following disproportionately impacted groups and goals that were identified in the college Student Equity Plan for 2019-2022.

All data remains the same as reported in 2018-19, as no new data updates have been provided by the Chancellor's Office.

Access-Enrollment: The current rate of applicants who enrolled at De Anza in the year they applied is 52%. The rate for Black students is 48%, or 4 percentage points lower than the average. For Black females, the rate is much lower at 43%.

- **Female Black students:** increase from 43% to 50%, or an additional 114 students

Retention: The current retention rate for all students is 72%, while the rates for foster youth and LGBTQQI+ students are lower than the overall rate by 4 to 14 percentage points.

- **Female foster youth students:** increase from 62% to 72%, or an additional 14 students
- **Male foster youth students:** increase from 58% to 75%, or an additional 19 students
- **Female LGBTQQI+ students:** increase from 62% to 72%, or an additional 53 students
- **Male LGBTQQI+ students:** increase from 68% to 75%, or an additional 19 students

Completion of Transfer-Level English and Math: The current rate of completion in one year for both transfer-level math and transfer-level is 20%, up from 17% the prior year. The college has surpassed its goal of reaching 18% in three years. However, certain groups have experienced disproportionate impact: The rate for Black students is 10% and for Latinx students is 16%, compared with 23% for Asian students. The following goals have been set for Black and Latinx students further disaggregated by gender:

- **Female Black students:** increase from 7% to 16%, or an additional five students
- **Male Black students:** increase from 10% to 17%, or an additional six students
- **Female Latinx students:** increase from 9% to 16%, or an additional 35 students
- **Male Latinx students:** increase from 8% to 17%, or an additional 60 students

Activities to Support Each Disproportionately Impacted Group

Metric	Disproportionately Impacted Group
Access-Enrollment	Female Black Students
Activity: Outreach to K-12 and Community Partners	
<p>The Office of Outreach and Relations With Schools maintains strong collaborative relationships 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 – including programs supporting Black students. This work will continue with an added focus on outreach to Black Student Unions, to further promote connections between Black high school and De Anza College.</p>	
<p>2019-20 Updates:</p> <ul style="list-style-type: none"> • Developed and conducted Zoom application workshops and Zoom orientations at 16 high schools during March, April and May. Orientations included an introduction to programs supporting Black students, such as Umoja, Men of Color Community, First Year Experience and Extended Opportunities Programs and Services (EOPS). Campus closures due to the coronavirus limited outreach activities to these Zoom events. • Conducted 166 events, including presentations and participation in community events and college fairs, that also highlighted De Anza programs supporting Black students, such as Umoja, Men of Color Community, First Year Experience and Extended Opportunities Program and Services (EOPS). These included in-person activities and shifted to online events because of shelter-at-home directives during the coronavirus pandemic. • Held seven online kickoff sessions for the De Anza College Promise, highlighting programs supporting Black students, including Umoja, Men of Color Community, First Year Experience and Extended Opportunities Program and Services (EOPS) • Offered a weekly series of online “Next Steps” sessions for prospective students and their families, on Fridays in spring and Thursdays over the summer. These sessions reviewed enrollment steps, the De Anza College Promise and special programs, with time for open Q&A • Conducted individual Umoja information sessions with interested high school students 	

<p>Each February, the college hosts a series of high school student conferences, including one for Black students, where participants learn about De Anza programs and services and meet with faculty and staff members.</p>	
<p>2019-20 Updates:</p> <ul style="list-style-type: none"> Hosted the annual Black High School Student Empowerment Conference in February 2020, with 160 students attending 	
<p align="center">Activity: Targeted Promotional Material</p>	
<p>The Office of Communications collaborates with the Office of Outreach on events such as the Black High School Student Empowerment Conference, and in developing postcards, flyers, recruitment and informational emails, website updates and event programs for conferences with underrepresented high school students.</p>	
<p>2019-20 Updates:</p> <ul style="list-style-type: none"> Created webpage for African American/African Ancestry Communities connecting students to services, resources and clubs Developed flyers for the Black High School Student Empowerment Conference, as well as brochures that highlight special programs serving Black, Latinx, Filipinx and Pacific Islander students Obtained feedback from Umoja students during development of the Video Help Series, which provides video tutorials on important procedures such as completing assessment and applying for financial aid. The videos are posted on the website and shared with new and prospective students as well as current students. 	
<p align="center">Activity: Orientation and Welcome Activities</p>	
<p>The Office of Equity and the Black Faculty, Staff and Administrators (BFSA) Network co-sponsored a lunchtime welcome event for Black students during the first week of the fall quarter. This event was designed to foster an institutional climate supporting Black students' success, by introducing them to key contacts, services and departments.</p>	
<p>2019-20 Updates:</p> <ul style="list-style-type: none"> Held an Umoja Open House in early January for new students, as well as faculty and staff, to promote this Learning Community and its services Developed and conducted Zoom application workshops and orientations at 16 high schools during March, April and May. These covered special programs supporting Black students, including Umoja, Men of Color Community, First Year Experience and Extended Opportunities Programs and Services (EOPS). Campus closures due to the coronavirus limited outreach activities. 	
Metric	Disproportionately Impacted Group
Retention	Female LGBTQQI+ Students and Male LGBTQQI+ Students
<p align="center">Activity: Research Efforts</p>	

The college conducted a focus group session with LGBTQQI+ students and a separate session with employees, to gain better understanding of their needs, challenges and experiences.

2019-20 Updates:

- Collaborated with the Santa Clara County Office of LGBTQQI+ Affairs in having Puente and First Year Experience students participate in the SupportOUT survey, designed to assess and promote the health and well-being of LGBTQQI+ youth
- Conducted a “campus climate” survey of self-identified LGBTQQI+ students to enable the Jean Miller Resource Room to better understand those students’ needs

Activity: Cultural Awareness Events

A Queer and Now conference is held each spring to showcase LGBTQQI+ speakers, student-led workshops and highlighted supports available to students. Classes and individual students are encouraged to attend.

2019-20 Updates:

The 2020 conference was held online in the spring, due to the campus closure related to the coronavirus pandemic. The theme was "Give Me Shelter," addressing challenges that members of the LGBTQQI+ community have faced in finding and creating safe shelter, especially during the coronavirus pandemic. Keynote speakers included

- Kate Bornstein, an educator and self-described “radical role model,” who is the author of “Gender Outlaw: On Men, Women, and the Rest of Us” and “Hello Cruel World: 101 Alternatives to Suicide for Teens, Freaks, and Other Outlaws”
- Julio Salgado, an undocumented, queer artist and activist whose work explores the intersections of sexuality, race and immigration status; he is co-founder of Dreamers Adrift and the project manager for Culture Strike

Activity: Peer Mentoring

The Jean Miller Resource Room hired two student interns to support other LGBTQQI+ students and to help create a safe and supportive community.

2019-20 Updates:

- Hired one student mentor to support LGBTQQI+ students at the Student Success and Retention Services (SSRS) Center, to help create a supportive and welcoming environment
- Conducted a workshop, led by JMRR student mentors, during Peer and Tutor Equity training
- Hired three student interns who work on outreach, event production and peer support for the LGBTQQI+ student population, coordinating events and using social media to connect, support and share information

Activity: Integrations with Mental Health and Wellness Services

The Jean Miller Resource Room partnered with a community organization, Youth Spaces, to provide LGBTQQI+ mental health and first aid training for students and college employees.

2019-20 Updates:	
<ul style="list-style-type: none"> • Collaborated with a community nonprofit organization, Youth Spaces, to provide resources and information for LGBTQQI+ students • Worked closely with De Anza’s Psychological Services program to provide LGBTQQI+ students with more opportunities for mental health services 	
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.	
2019-20 Updates:	
The annual Lavender Grad ceremony could not be held in 2020 because of the coronavirus pandemic. However, students created a video highlighting graduates and transfer students.	
Metric	Disproportionately Impacted Group
Retention	Female Foster Youth and Male Foster Youth
Activity:	
The Guardian Scholars Program and Extended Opportunities Programs and Services (EOPS) both serve current, former and emancipated foster youth by providing academic and personal support services that promote success in earning a certificate or associate degree, or in transferring to a four-year university. Each program serves 30-40 students per quarter. Students receive individualized counseling services, academic advising, referrals to resources on and off campus, textbook vouchers, meal vouchers, transportation assistance and funds for other educational expenses.	
2019-20 Updates:	
<ul style="list-style-type: none"> • Currently assessing data on foster youth students in Learning Communities to gain a better understanding of their needs • Also partnering with the Institutional Research Office, the Academic Senate and Razing the Bar, a nonprofit program, to explore additional ways of supporting foster youth student success – including by making faculty members aware of foster youth needs and resources available for their students 	
Metric	Disproportionately Impacted Group
Completion of Transfer-Level English and Math	Male Black Students and Male Latinx Students
Activity: Corequisite Courses	
Newly created corequisite courses for English (EWRT) 1A have embedded mentors and counselors to support students participating in the Men of Color Community.	

2019-20 Updates:

- Provided support to students in Men of Color Community (MC²): Out of 21 students in MC² who took EWRT 1A: English Composition, 13 or 62% completed it in their first year.
- Established a new Learning Community focused on hip-hop pedagogy, FLOW, and restructured another – Latinx Empowerment at De Anza (LEAD) – so that both now provide counseling, mentoring and other services to support first-year students in completing transfer-level English (EWRT 1A: English Composition). The two Learning Communities serve Black and Latinx students.
- Linked EWRT 1A with general education courses and tutorial support for students in the REACH Learning Community, which serves student-athletes, including many who are male Black students or male Latinx students.
- Hosted visit by author and scholar Victor Rios with students in First Year Experience, Men of Color Community, LEAD (Latinx Empowerment at De Anza) and Puente. (His textbook is used in several English and Sociology courses.)
- Held lunch discussion with Victor Rios and students in the Men of Color Community

The Math Performance Success (MPS) program also offers course sections for MATH 10: Statistics that have embedded counselors and peer mentors to support students in the Men of Color Community.

2019-20 Updates:

- Coordinated with MPS to provide embedded counselors and tutors in MATH 10 for students participating in Umoja, Puente, First Year Experience, Latinx Empowerment at De Anza (LEAD) and IMPACT AAPI.

Activity: Peer Mentors

Peer mentors are placed in transfer-level courses and also support students outside of classes for Black and Latinx males who participate in the Men of Color Community, First Year Experience and Student Success and Retention Services (SSRS) programs.

2019-20 Updates:

- Added embedded peer mentors in English courses offered for students participating in Puente, FLOW (hip-hop pedagogy), First Year Experience and Latinx Empowerment at De Anza (LEAD). Mentors are also available to work with students in the SSRS Center.
- Men of Color Community peer mentors also assisted with
 - Offering support and tutoring to students in the FLOW cohort, including 21 Latinx and Black males
 - Hosting “Rock the School Bells” hip-hop learning event for 500 students on Nov. 19, 2019
 - Screening Victor Rios documentary on Dec. 2, 2019
 - Hosting Victor Rios luncheon for MC2 students on Dec. 5, 2019
 - Conducting high school early intervention workshops (“Men of Color Chronicles”) for at-risk men of color, for a total of 60 students on Nov. 14 and Feb. 6
 - Offering Math and English tutoring weekly

Completion of Transfer-Level English and Math	Female Black Students and Female Latinx Students
Activity: Corequisite Courses	
Math Performance Success has embedded counselors and tutors who work closely with female Black and Latinx students in each corequisite section of statistics and precalculus, and help them successfully complete their courses.	
2019-20 Updates: <ul style="list-style-type: none"> Hired a math tutor through the Umoja program to support Black and Latinx students enrolled in Statistic and Precalculus course. 	
Completion of Transfer-Level English and Math	Male and Female Black Students, Male and Female Latinx Students
Activity: University Field Trips	
The First Year Experience program takes program participants on tours of local universities to assist them in exploring transfer options.	
2019-20 Updates: <ul style="list-style-type: none"> Organized visits to University of California, Berkeley for IMPACT AAPI and FLOW students in fall 2019, to learn about transfer opportunities, academic programs, services and financial aid Arranged for Puente students to attend annual Transfer Motivational Conference at University of California, Merced in fall 2019 Planned visit to University of California, Berkeley for First Year Experience visits; trip was postponed due to coronavirus pandemic Organized visits to San José State University on Feb. 21, 2020 and to University of California, Santa Cruz on Feb. 28, 2020 for students in Men of Color Community 	
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 view and discuss Chicanx murals in San Francisco’s Mission District.	
2019-20 Updates: <ul style="list-style-type: none"> Planned for visit to Mission District murals but trip was canceled because of the coronavirus pandemic Arranged for Latinx Empowerment at De Anza (LEAD) students to attend Farmworker Reality Tour in Watsonville, where they learned about the condition and struggles of agricultural workers Arranged for students in First Year Experience, LEAD and Puente to attend the fall Teatro Vision stage production of “Macario!” – a performance that centered on Dia de 	

los Muertos – and tied this in with course readings that illuminated cultural practices

Category Spending

2019-20 SEA Program - Year 1 Expenditures		
Object Code		Amount
<i>1000</i>	<i>Instructional Salaries</i>	<i>276,847</i>
<i>2000</i>	<i>Non-Instructional Salaries</i>	<i>292,358</i>
<i>3000</i>	<i>Employee Benefits</i>	<i>214,621</i>
<i>4000</i>	<i>Supplies and Materials</i>	<i>-</i>
<i>5000</i>	<i>Other Operating Expenses and Services</i>	<i>112</i>
<i>6000</i>	<i>Capital Outlay</i>	<i>-</i>
<i>7000</i>	<i>Other Outgo</i>	<i>-</i>
Total Year 1 Expenditures		783,938
Year 2 - FORECAST		4,892,563
Total Expected Spending (Expenditures+Forecast)		5,676,501

Year 1 - Expenses From July 1, 2019 to June 30, 2020			
Category	Description	Budget	YTD Actuals
<i>8000</i>	State Revenue	<i>783,938</i>	<i>783,938</i>
<i>1000</i>	Certificated Salaries	276,847	<i>276,847</i>
<i>2000</i>	Classified Salaries	292,358	<i>292,358</i>
<i>3000</i>	Employee Benefits	214,621	<i>214,621</i>
<i>4000</i>	Materials & Supplies	-	-
<i>5000</i>	Operating Expenses	112	<i>112</i>
<i>6000</i>	<i>Capital Outlay</i>	-	-
<i>7000</i>	<i>Other Outgo</i>	-	-
	Total Expenses	<i>783,938</i>	<i>783,938</i>
	Net Total	-	-

Year 2 - Expenses From July 1, 2020 to June 30, 2021			
Category	Description	Budget	Estimated Actuals
<i>8000</i>	State Revenue	<i>4,892,563</i>	<i>4,892,563</i>
<i>1000</i>	Certificated Salaries	1,635,715	<i>1,635,715</i>
<i>2000</i>	Classified Salaries	1,821,392	<i>1,821,392</i>
<i>3000</i>	Employee Benefits	1,388,904	<i>1,388,904</i>
<i>4000</i>	Materials & Supplies	2,046	<i>2,046</i>
<i>5000</i>	Operating Expenses	44,506	<i>44,506</i>
<i>6000</i>	<i>Capital Outlay</i>	-	-
<i>7000</i>	<i>Other Outgo</i>	-	-
	Total Expenses	<i>4,892,563</i>	<i>4,892,563</i>
	Net Total	-	-

Total Allocation			
Category	Description	Budget	Estimated Actuals
<i>8000</i>	State Revenue	<i>5,676,501</i>	<i>5,676,501</i>
<i>1000</i>	Certificated Salaries	1,912,561	1,912,561
<i>2000</i>	Classified Salaries	2,113,750	2,113,750
<i>3000</i>	Employee Benefits	1,603,525	1,603,525
<i>4000</i>	Materials & Supplies	2,046	2,046
<i>5000</i>	Operating Expenses	44,618	44,618
<i>6000</i>	<i>Capital Outlay</i>	-	-
<i>7000</i>	<i>Other Outgo</i>	-	-
	<i>Total Expenses</i>	<i>5,676,501</i>	<i>5,676,501</i>
	<i>Net Total</i>	-	-

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