

De Anza College  
Student Equity Plan – Annual Report  
2020-2021

**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
<b>Access-Enrollment</b>	Female Black Students
<b>Activity: Outreach to K-12 and Community Partners</b>	
<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><b>2020-21 Updates:</b></p> <ul style="list-style-type: none"> <li>• Hosted a Virtual Black Student High School Empowerment Conference in February 2021</li> <li>• Umoja Program presentation with local high school parents on services and support for Black students</li> <li>• Umoja students participated in Summer Bridge 2021 and enrolled in culturally responsive counseling course for fall 2021.</li> <li>• Invited local SJSU African American studies professor as a Summer Bridge keynote speaker.</li> </ul>	
<b>Activity: Targeted Promotional Material</b>	
<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><b>2020-21 Updates:</b></p> <ul style="list-style-type: none"> <li>• Office of Communications launches CAN/DID Inclusion Series with first video focused on Black Lives Matter and what it means to De Anza students, classified professionals and faculty members.</li> </ul>	
<b>Activity: Orientation and Welcome Activities</b>	
<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><b>2020-21 Updates:</b></p> <ul style="list-style-type: none"> <li>• The Equity and Engagement Dean and three staff from UMOJA, FYE and the Student Success Center attended A2Mend Conference to help build their professional capacity</li> </ul>	

<p>to better serve Black/African American students.</p> <ul style="list-style-type: none"> <li>• Counselors attended 4 part webinar series on "Equity Grounded Counseling Serving Black Students offered by Career Ladders Project. The webinar series focused on anti-Black racism in traditional structures and ways to systemically effectively enact change in a counseling setting and on-boarding activities.</li> <li>• Intentional outreach to Black, Latinx, AAPI, undocumented and low-income students via email welcome &amp; social media platforms (Instagram). Hosted specific program orientations and follow up counseling sessions to recruit new students and foster community (Puente, UMOJA, IMPACT AAPI, First Year Experience).</li> <li>• Intentional outreach to Black Athletes during Summer 2021 and individual meetings with UMOJA counselor.</li> <li>• Virtual UMOJA Program Orientation held with new student cohort held Summer 2021.</li> </ul>	
<b>Metric</b>	<b>Disproportionately Impacted Group</b>
<b>Retention</b>	Female LGBTQQI+ Students and Male LGBTQQI+ Students
<b>Activity: Research Efforts</b>	
<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.</p>	
<p><b>2020-21 Updates:</b></p> <ul style="list-style-type: none"> <li>• The Jean Miller Resource Room for Women, Genders &amp; Sexuality (JMRR), completed needs survey for LGBTQ+ students and reported findings to the Senior Administration and Faculty Academic Senate.</li> <li>• JMRR Faculty Coordinator and AVPI, presented workshop at the Chief Instructional Conference on, "Love is Love: Creating an Ethic of Care for the LGBTQ+ Community on Campus". Provided participants with a CIO Toolbox for LGBTQ+ that can be implemented at campuses.</li> </ul>	
<b>Activity: Cultural Awareness Events</b>	
<p>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.</p>	
<p><b>2020-21 Updates:</b></p> <ul style="list-style-type: none"> <li>• The Office of Disability Support Program &amp; Services and the Jean Miller Resource Room held first Disability Justice workshop with a focus on intersectional social justice lens (race, gender, class) with disabilities.</li> <li>• Hosted workshop at District Opening Day on "Experiences of Trans and Non-Binary Students".</li> <li>• The annual LGBTQ+ Queer and Now Conference was held online due to the pandemic. The theme "At Home in the Intersections" focused on intersectionality, and social justice concerns. keynote speaker included Adrienne Maree Brown, a writer, advocate and cohost of the podcasts, "Octavia's Parables", "Emergent Strategy" and "How to survive the End of the World."</li> </ul>	

<ul style="list-style-type: none"> <li>• JMRR hosted LGBTQ+ Bingo to learn more about LGBTQ terminology</li> <li>• Hosted a drawing workshop with Trinidad Escobar, Queer Pinay artist on “Queer Storytelling”.</li> <li>• HEFAS and JMR held events and workshops specific to AB540 students who identify as LGBTQQI+ to educate and create awareness of student needs.</li> </ul>	
<b>Activity: Peer Mentoring</b>	
The Jean Miller Resource Room hired two student interns to support other LGBTQQI+ students and to help create a safe and supportive community.	
<b>2020-21 Updates:</b>	
<ul style="list-style-type: none"> <li>• 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. This work was done primarily online through Zoom sessions and social media platforms.</li> <li>• Conducted a workshop, led by JMRR student mentors, during Peer and Tutor Equity training for student employees.</li> </ul>	
<b>Activity: Integrations with Mental Health and Wellness Services</b>	
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.	
<b>2020-21 Updates:</b>	
<ul style="list-style-type: none"> <li>• Student interns organized and hosted a Self-Care Series, topics included: gardening, journaling, and meditation. In addition, organized mental health and wellness activities and workshops to engage students during this pandemic.</li> <li>• Spring 2021 created Trans Peer Support Group for students, faculty and staff who identify as trans, nonbinary, gender non-conforming, two-spirit, and/or otherwise gender diverse.</li> <li>• In conjunction with the LGBTQ Youth Space held a panel of speakers on “Experiences of QTPOC in Higher Education.</li> </ul>	
<b>Activity: Other (Population Specific Graduation Ceremony)</b>	
Each year the campus holds a LGBTQQI+ specific graduation and recognition ceremony for students graduating in the spring term.	
<b>2020-21 Updates:</b>	
<ul style="list-style-type: none"> <li>• Because of the Coronavirus pandemic the annual Lavender Graduation ceremony was held online. Graduates were mailed a care package containing the special lavender grad graduation stole, Pride cookie and other self-care products.</li> </ul>	
<b>Metric</b>	<b>Disproportionately Impacted Group</b>
<b>Retention</b>	Female Foster Youth and Male Foster Youth

<b>Activity:</b>	
<p>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.</p>	
<p><b>2020-21 Updates:</b></p> <ul style="list-style-type: none"> <li>Presented data compiled by Office of Institutional Research on Foster Youth to various shared governance to highlight the needs of this population and much needed resources.</li> <li>Disaggregated data to better understand the needs of students and to advocate for a position to serve foster youth.</li> </ul>	
<b>Metric</b>	<b>Disproportionately Impacted Group</b>
<b>Completion of Transfer-Level English and Math</b>	Male Black Students and Male Latinx Students
<b>Activity: Corequisite Courses</b>	
<p>Newly created corequisite courses for English (EWRT) 1A have embedded mentors and counselors to support students participating in the Men of Color Community.</p>	
<p><b>2020-21 Updates:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>UMOJA counselor provided counseling and academic support for students enrolled in EWRT 1A, EWRT 2 and Math courses.</li> <li>Three African American males students enrolled in Umoja and Flow were invited to attend to the A2Mend Conference in March.</li> </ul>	
<p>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.</p>	
<p><b>2020-21 Updates:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>MPS Coordinators/Counselors gave presentations to the classes and assisted with enrollment into the program.</li> </ul>	
<b>Activity: Peer Mentors</b>	

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.	
<b>2020-21 Updates:</b> <ul style="list-style-type: none"> <li>• UMOJA and EOP&amp;S faculty worked with Black/African American students to re-establish the Black Student Union (BSU) to cultivate community and leadership opportunities.</li> <li>• In conjunction with the Black Faculty &amp; Staff (BFSA) Black History Month, the BSU students hosted a movie night to foster and build community and support.</li> <li>• Hired two Umoja peers to assist with outreach to tutoring in math and student follow up.</li> <li>• 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.</li> <li>• Men of Color Community peer mentors also assisted with</li> <li>• Offering support and tutoring to students in the FLOW cohort, including Latinx and Black males</li> </ul>	
<b>Completion of Transfer-Level English and Math</b>	Female Black Students and Female Latinx Students
<b>Activity: Corequisite Courses</b>	
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.	
<b>2020-21 Updates:</b> <ul style="list-style-type: none"> <li>• Hired a math tutor through the Umoja and FYE program to support Black and Latinx students enrolled in Statistic and Precalculus courses.</li> <li>• Work collaboratively with Math Performance for Success (MPS) with enrolling Black and Latinx females into the program and follow up.</li> </ul>	
<b>Completion of Transfer-Level English and Math</b>	Male and Female Black Students, Male and Female Latinx Students
<b>Activity: University Field Trips</b>	
The First Year Experience program takes program participants on tours of local universities to assist them in exploring transfer options.	
<b>2020-21 Updates:</b> <ul style="list-style-type: none"> <li>• Because of the coronavirus pandemic, university field trips were not held. However, specific transfer workshops continued to be held on Fridays to assist students with completion of transfer applications and to learn more about campus major programs.</li> </ul>	
<b>Activity: Cultural Awareness Events</b>	

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 Chicana murals in San Francisco’s Mission District.

**2020-21 Updates:**

- Due to the pandemic many of the cultural awareness events were held online and included Arts and Activism series inviting speakers, cultural performers and activists to hold workshops through Zoom with students.
- Continued to offer a culturally responsive Career Life Planning course for Black and Latinx students enrolled in FYE, Puente and Umoja. The faculty invited several panelists to share career information via online. The panelists were often first generation college students from marginalized communities and spoke of cultural challenges in the workforce.

## Category Spending

### Year 1 Expenditures

You college's 2020-21 SEA allocation is shown below. Colleges have two full years to spend each annual allocation. Please report your college's Year 1 expenditures by budget line item. (Year 1 for 2020-21 SEA funding is July 1, 2020 through June 30, 2021.) Next enter the amount your college forecasts to spend in Year 2. If there is a difference between expenditures and your allocation, it will be displayed at the bottom of the table.

#### 2020-21 Allocation

\$5,676,501

Expenditure Type	Year 1 Amount	Percentage of Allocation
1000 - Instructional Salaries	\$302,470	5.33%
2000 - Non-Instructional Salaries	\$201,525	3.55%
3000 - Employee Benefits	\$194,395	3.42%
4000 - Supplies and Materials	\$	0%
5000 - Other Operating Expenses and Services	\$617	0.01%
6000 - Capital Outlay	\$	0%
7000 - Other Outgo	\$	0%
<b>Total Expenditures</b>	<b>\$699,007</b>	<b>12.31%</b>
Year 2 Forecast	\$4,977,494	87.69%
<b>Total</b>	<b>\$5,676,501</b>	

2020-22 Allocation Amount

\$5,676,501

Activity Category	Percent	Amount
Counseling	26%	\$1,475,890
Professional development	9%	\$510,885
Tutoring	4%	\$227,060
Orientation/Welcome activities	1%	\$56,765
Emergency Aid for Students (AB943)	0%	\$0
Embedded Tutoring	2%	\$113,530
First Year experience	8%	\$454,120
Basic needs support (food, transportation, housing)	0%	\$0
Other (Specify)	50%	\$2,838,251
<b>Sub-Totals</b>	<b>100%</b>	<b>\$5,676,501</b>
Uncategorized	0%	\$0
<b>Total</b>	<b>100%</b>	<b>\$5,676,501</b>

**For further information, please contact:**

Lydia Hearn  
 Interim Associate Vice President, Instruction  
 hearnlydia@deanza.edu

**Alternate point of contact:**

Mallory Newell  
 Supervisor, Institutional Research and Planning  
 newellmallory@deanza.edu