Foothill-De Anza CCD

De Anza College Student Equity Plan 2025-28

Key Factors, Strategic Responses & Accountability

Campus Involvement & Leveraging Student Voices

- Initiated by the Equity & Engagement Division and Office of Institutional Research
- Sections were distributed to area administrators for contributions
- Shared Governance Group vet the plan:
    - Equity Action Council
    - Senior Leadership Team
    - Student Services Leadership Team
    - Academic Senate
    - Resource Allocation and Program Planning
    - De Anza Student Government
    - Classified Senate
    - College Council
    - Board of Trustees

Race Consciousness

- Equity Framework= Racial Equity + Six Success factors

- Racial Equity includes

  - Recognize the realities of race and ethnicity for students of color

  - Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.

https://www.deanza.edu/equity-plan/documents/Equity-Plan-Re-Imagined-2022-2027.pdf

Race Consciousness

Our commitment to a Vision and Defining Equity includes:

▶ Evidence –Based definition of "equity"

▶ Assess student needs

▶ Qualitative Inquiry of Student Needs

▶ Identifying key characteristics of an equity-minded institution

https://www.deanza.edu/equity-plan/documents/Equity-Plan-Re-Imagined-2022-2027.pdf

Local Review & Schedule

Through De Anza's commitment to 'Accountability and Assessment' the college will:

▶ Establish accountability and assessment measures to continue improving campus equity work

▶ Charge the Equity Action Council with the review and evaluation of implementation progress of the equity plan

▶ Annually review the college's metrics for key racial equity strategies as integrated into the Educational Master Plan. Metrics include goals such as student success, degree and certificate attainment, transfer, basic skills and mental health for students from disproportionately impacted student groups.

▶ Develop a communications strategy to report progress on accountability and equity competency.

▶ Continue to work with the Resource Allocation and Program Planning committee to annually assess program areas through program review and Student Learning Outcomes, Student Services Learning Outcomes and Administrative Unit Outcomes that examine racial equity and the six factors of student success in a continuous review cycle

▶ Apply the continuous improvement cycle to assess and ensure ongoing equity achievements for students and De Anza College as a whole

Student Equity Plan Reflection

To close equity gaps:

- ▶ Fully integrate institution-wide strategies grounded in racial equity and cultural responsiveness
- ▶ Foster student belonging
- ▶ Address basic needs insecurities
- ▶ Embedded equity-minded practices across disciplines
- ▶ Expand counselor capacity
- ▶ Increased access to academic pathways
- ▶ Create culturally affirming spaces

Root Causes of Equity Gaps

1. Successful Enrollment (Asian Females, Females, White)

> ▶ Services exist but are fragmented and operate in silos.

> ▶ Limited integration between outreach, onboarding, and support services.

> ▶ Need for equity-centered resource alignment and budgeting.

2. Completion of Transfer-Level English & Math (FirstGen, Latinx)

> ▶ Lack of culturally responsive, embedded classroom support.

> ▶ Professional development in equity-minded pedagogy is voluntary, not institutionalized.

> ▶ Disaggregated data not consistently used to inform practice.

> ▶ Need for scaled learning communities and classroom-embedded supports.

3. Persistence (Hispanic, Black, White)

> ▶ Absence of dedicated cultural spaces and belonging environments.

> ▶ Basic needs insecurities (food, housing, mental health).

> ▶ Inconsistent faculty/staff equity training.

> ▶ Limited access to culturally affirming programs and holistic support.

Root Causes of Equity Gaps

4. Transfer Outcomes (Asian and Foster Youth)

- Siloed services and insufficient counselor capacity.

- Inconsistent, unclear transfer pathway guidance.

- Need to integrate transfer services into Guided Pathways and faculty/counselor training.

5. Certificate Completion (FirstGen, Latinx, Male)

- Low visibility and promotion of certificate programs.

- Manual, unclear certificate awarding process.

- Need for integrated marketing and automated completion processes through Guided Pathways.

6. Cross-Cutting Themes

- Need for institutionalized racial equity frameworks. (Truth, Racial Healing & Transformation (TRHT) Framework and/or GARE (Government Alliance on Race and Equity) framework)

- Importance of culturally relevant pedagogy and professional development.

- Commitment to breaking down operational silos and creating coordinated student-centered support.

Institutional Actions

▶ **Equity Plan Re-Imagined Integration:** Equity goals are fully embedded in program review, resource allocation, and campus-wide planning, ensuring sustained accountability and alignment with institutional priorities.

▶ **Embedded Equity-Minded Professional Development:** Ongoing training in culturally responsive pedagogy, data-informed practices, and anti-racist strategies has transformed classrooms and student services, fostering inclusive environments.

▶ **Data-Driven, Cross-Functional Collaboration:** Disaggregated data empowers teams to identify gaps, align interventions, and continuously monitor progress, improving outreach and support for disproportionately impacted student populations.

DI Groups: Successful Enrollment

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
Asian Female	21.40%	662	2.60%	79	4.60%	141
Black/African American	17.90%	89	4%	20	7.40%	37
Female	22.40%	1643	3.20%	237	5.30%	386
White	17.70%	643	7.70%	279	9.70%	351

Advance Enrollment Growth
Asian Female, Black, Female, White

1. **Expand Access Through CCAP, Middle College and Dual Enrollment Programs**

2. **Provide Dedicated Counseling and Support Services**

3. **Strengthen Outreach and Onboarding for Diverse Populations**

DI Groups: Transfer Level Math/Eng

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Completed Both Transfer-Level Math & English - DI Student Populations						
DSPS Male	23.30%	28	0%	1	7.60%	10
First Generation	22.60%	311	9%	124	11.20%	154
Foster Youth	13.30%	20	12.60%	19	17.90%	27
Hispanic	19.60%	246	12.70%	159	14.90%	187
LGBT	26%	136	1.50%	8	5.30%	28
Non-Binary	19.70%	15	2.30%	2	11.20%	9
White	25.20%	195	3.40%	27	6.60%	51

Advance Transfer-Level Math & English Goals
DSPS Male, First Gen, Foster Youth, Hispanic, LGBTQ, Non-Binary, White

1. **Provide Embedded Wraparound Support Through the English Performance Success Program**

2. **Expand Foundational Skill Development Through Modular Curricula**

3. **Scale High-Impact STEM Support Programs**

DI Groups: Persistence

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Persistence: First Primary Term to Secondary Term - DI Student Populations						
Black/African American	60.80%	62	3.90%	4	13.40%	14
First Generation	71.20%	991	1.40%	20	3.90%	54
Foster Youth	59.60%	65	5.40%	6	14.60%	16
Hispanic	68.90%	838	4.20%	51	6.80%	83
LGBT	67.70%	298	2.40%	11	6.80%	30
Pacific Islander or Hawaiian Native	53.80%	14	1%	1	20.10%	6
White	69%	450	2.20%	15	5.70%	37

Advance Student Persistence Goals

Black, First Gen, Foster Youth, Hispanic, LGBTQ, Pacific Islander, White

1. **Guided Pathways Alignment with Embedded Counseling and Learning Communities**

2. **Early Intervention and Data-Driven Retention Programs**

3. **Holistic Student Support Through Financial Aid, MPS, and Professional Development**

DI Groups: Completion

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Completion - DI Student Populations						
DSPS	10.60%	26	5.50%	14	9.30%	23
First Generation	17.70%	292	0.60%	10	2.60%	43
Foster Youth	14.50%	31	0.50%	2	5.20%	12
Hispanic	15.40%	206	3.50%	48	5.50%	75
LGBT Male	12.70%	19	1.60%	3	7%	11
Male	17%	441	2.90%	77	5%	130

Advance Completion Goals
DSPS, First Gen, Foster Youth, Hispanic, LGBTQ, Male

1. **Strengthen Transfer Preparation Through Early Advising and Specialized Workshops**

2. **Integrate Academic Milestones into First-Year Cohorts**

3. **Expand and Clarify CTE Pathways for Adult and DI Students**

DI Groups: Transfer

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Transferred to a Four-Year - DI Student Populations						
Asian	23.20%	340	5.70%	83	7.80%	115
Foster Youth	13.50%	27	9.60%	20	14.30%	29

Advance Transfer Goals
Asian, Foster Youth

1. **Culturally Responsive Counseling and Targeted Support Services**

2. **Evaluation and Continuous Improvement of Transfer Services**

3. **Streamlined Transfer Pathways Through Guided Pathways and Articulation**

Next Steps to Completion SEAP 25-28

Equity Plan Reimagined: The College identified five areas of focus to guide our equity work and align with our goals across all five metrics for our identified student populations:

▶ Recognize the **realities of race and ethnicity** for students of color

▶ Build **intersectional understanding** of the ways in which institutional racism shapes educational access, opportunity and success for students of color

▶ Ensure that **all students** feel connected, directed, engaged, focused, nurtured and valued

▶ **Align** short-term and long-term outcomes

▶ Identify **key actions** and **accountability steps** – including key resources, stakeholders, funding sources and activities within a timeline

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Next Steps to Completion SEAP 25-28

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Black Students | Latinx Students

Current Challenges/Barriers

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college? (2500 Characters) Page 13-14

Next Steps to Completion SEAP 25-28

Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?

2. What specific strategies will be implemented, especially across academic and student affairs, and what will success look like?

3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

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