

Equity and Engagement Division Dean's Summary April 2019

Submitted by Alicia Cortez

The Equity and Engagement Division was established fall of 2017 and encompasses several campus-wide instructional support programs and services. The division is comprised of the **Office of Equity, Social Justice, Multicultural Education**; Jean Miller Resource Room for Women, Gender and Sexuality*; several **Learning Communities**: First Year Experience (FYE), Honors, Learning in Communities (LinC), IMPACT AAPI*, Puente Project, Umoja, Vasconcellos Institute for Democracy in Action (VIDA), Higher Education for AB540 Students (HEFAS)*, Latinx Empowerment at De Anza (LEAD)* and the **Student Success & Retention Services Center (SSRS)**; and the **Student Success Center** (Academic Skills Center, General Subject Tutoring, Listening & Speaking Lab, Math, Science & Technology, and Writing and Reading).

The Division centers on equity and engagement across the campus through facilitated instructional programs and integrating student services along with community engagement opportunities. This focus allows for greater collaboration across the programs to provide intentional program development and greater coordination of resources. Last year's collaborations included several new initiatives such as the Equity training for all student employees in the division; Engagement and Community Conversation Series; Lit Lunch series highlighting best practices among faculty, staff, administrators and students; UndocuAlly training; Lavender Graduation for LGBTQIA+ community; and the expansion of Summer Bridge.

In an effort to streamline student support and strengthen commitment to the LinC sponsored IMPACT AAPI program, a part-time counselor was hired to provide culturally relevant counseling support to the cohort and is housed in the SSRS Center allowing student access to the counselor, a computer lab and community space. The LinC program continues to provide the instructional coordination and faculty support for the IMPACT AAPI cohort. Another campus collaboration involved piloting a new First Year Experience (FYE) cohort focused on English Writing with a Hip Hop pedagogy for fall 2018 thus expanding the program to a third cohort and supported by the FYE/Umoja counselor. This cohort also collaborated with the Men of Color "Rock the School Bells" conference creating a vibrant and engaging learning community experience with promising success. Currently, the LEAD program is undergoing a restructuring as a community engagement learning community and will be returning fall 2019 with a Latinx leadership and mentoring focused curriculum aligned to serve as a pathway for transfer.

During the academic 2017-2018 year, the transitions of two faculty members within programs in the division required us to restructure services and programming based on staffing capacity. As of fall 2017, the full time faculty director for the Office of Equity transitioned to classroom instruction in another division and the Faculty Director for the Student Success and Retention Services was selected to become the new Dean. The division gained a Dean's position dedicated to administrative leadership centered on equity and engagement and support of campus-wide instructional programs and opportunities. As a result of these transitions, the Equity Office and SSRS are operating

without faculty Directors as they had in the past. This has limited the capacity of each of their respective areas (see Equity & SSRS program reviews). At this time, we will continue to explore collaborations with the Office of Staff Development and examine the potential for expanding instructional support with a faculty coordinator or director growth position especially at this critical time when there are several faculty-led initiatives such as AB 705 and Guided Pathways both central to the campus equity work in meeting the Vision for Success and College Institutional Metrics. In addition, this upcoming year the division faces the challenge of securing permanent funding for the VIDA Program Coordinator beyond 2019-2020 and the elimination of the Skills Center Program Coordinator position both impacting our most disproportionate impacted student populations (see SSC and VIDA program reviews). Lastly, the Honors Program Coordinator now maintains the Phi Theta Kappa Honors Society and is exploring ways to incorporate a UCLA TAP program but will need additional time to cultivate this initiative that would serve to benefit students greatly.

As stated previously, we've begun to collaborate with existing programs to better serve our disproportionately impacted student populations while responding to several external initiatives, as well as campus-wide staff reduction and the decline of student enrollment. In light of these factors, several of our programs continue to demonstrate strong student engagement, retention and success. For the 2017-18 year, VIDA continues to grow its internship program offering various opportunities to work on various community issues. In an effort to address the decline of student enrollment in service learning course offerings, we began discussions on collaborations with learning communities, held a high impact practice workshop in the fall for students, faculty, staff and Deans on the benefits of service learning opportunities for First Generation College students and plans are underway to develop a critical pedagogy cluster for faculty interested in civic engagement activities. After a two-year program decrease in enrollment, the Honors program experienced an increase of 22%. Most notable were students from the targeted population, which grew by 6% and experienced an increase in success rates from 85% to 93%. In comparison, the overall success rate for the campus Honors student ranges from 92% to 96%.

While the college has experienced a decline in student enrollment, the cohort programs continue to have strong enrollment, course success and retention rates for our disproportionately impacted students (DIS). Overall, student success rate for the LinC program for AY 17-18 was 81%. For the DIS populations the success rates are as follows: Latinx 83%; African Ancestry 53% and Filipino 84% and Pacific Islander 80%. Similarly, the success rates for the SSRS cohort programs are as follows: FYE 89%; Puente 95%; and Umoja 55%. This past year the success rates for African American students dropped significantly in both the Umoja and LinC programs and plans are already underway to address these disparities (see LinC, SSRS, and Umoja). We recognize these programs demonstrate a high success and retention rates and envision a role for learning communities to facilitate pathways to transfer and degree completion. With the new LEAD program and an additional FYE cohort, these efforts help expand instructional and academic support to more students to actively retain, engage and increase student enrollment and success.

Full implementation of AB 705 occurs this fall and will significantly impact the work of our Student Success Centers. There will be an increased need for academic support for students in college level classes who might previously been placed in basic skills level courses. This year LinC and one of the FYE cohorts piloted the new English/Reading curriculum and the Writing and Reading Center piloted embedded tutoring in several of these courses. The results are currently being assessed and the faculty and staff will make recommendations on how to proceed for the fall based on students and program needs.

In order for the college to continue to meet its mission, strategic planning and equity initiatives, our programs will need continued support to grow and to maintain the high success rates already in place. The majority of our funding comes from BSI, Student Equity Initiative, SSSP, DASB and community grants. Several programs are staffed with faculty directors/coordinators (part-time or full-time) and supported with additional pay, community grants and limited “B” budgets. This funding provided the Office of Equity, LinC, SSRS, VIDA and Student Success Centers to increase staff capacity and program development during 2017-2018. The Office of Equity continued to provide vital program development support, consultation and evidence based practice trainings, workshops and community conversations to faculty and staff to support the college’s equity and strategic planning work.

As we align programs, integrate and consolidate services within the division to respond more effectively to upcoming changes, highlighted below are some of the most critical needs:

1. **The Office of Equity, Social Justice and Multicultural Education:**
 - A full-time Faculty Director (growth position)
 - Additional \$5000 to support Equity projects within divisions
 - A Part-time Coordinator or reassigned time for the Jean Miller Resource Room for Women, Gender and Sexuality. Position is currently funded by DASB as additional pay.
 - Desktop computer for Student Interns & SARS Tracking
2. **First Year Experience:**
 - Full Time Counselor to increase success/retention of DIS populations.
 - Continued funding for Peer Mentor and Embedded Tutoring
 - Student instructional materials –Core Reader & Day Planners
 - Larger Facility for program participants (includes Puente, Umoja, IMPACT)
3. **Honors:**
 - Reassigned time Coordinator (.333 - .5) Currently position is additional pay.
 - Student Intern for 20 hours a week to help with coordination and office support.
4. **Learning in Communities (LinC):**
 - Expand current half time IMPACT AAPI Counselor to full time to support dedicated cohort and to expand DIS support to other Learning Communities with a Pathway focus.

5. **Puente Project:**
 - .250 FTE Reassigned Time for dedicated Writing Instructor for two quarters (Second cohort)
 - 1 PTE Counselor for development of 2nd cohort.
 - Mentor Coordinator-Faculty Additional Pay \$1,000 per academic term (\$3,000 annual).
 - Southern California University Tour (includes FYE, IMPACT, UMOJA, MOC)

6. **Student Success Centers:**
 - All Tutor/Peer/Intern Equity Training for 175 students working in the Equity & Engagement division - \$7000.00
 - Program Coordinator to grow supplemental instruction based on AB 705 student needs in EWRT and other disciplines.
 - Budget increase to cover student salary increase and reduce one-time funds from DASB and BSI and prevent cuts in tutoring services (see program review).
 - ADA Wheelchair access opener on door to ATC 304 (see SSC Equipment Request listed by priorities).

7. **Student Success and Retention Services Center:**
 - SSRS Faculty Director/Counselor position – See program review
 - SSRS Staff Program Coordinator II position – See program review
 - SSRS/Learning Community Instructional Aide/Associate position to support faculty instruction involving tutors, computer lab; scheduling peers and tutors, assisting with student training needs, coordinating instructional equipment (iPads & laptops), collect and prepare data related to instructional support and services for college & state mandated reports.
 - We are in critical need of a larger space for the computer lab, tutoring and studying and staff. Since 2015, we expanded two additional cohorts and anticipate a third cohort in the fall 2019. The use of the center has exceeded the room capacity during peak hours and poses a critical safety issue.

8. **Umoja**
 - Dedicated full time English instructor assigned to program to provide culturally responsive teaching and learning.

9. **VIDA**
 - Permanent funding for the VIDA Program Coordinator position
 - VIDA programming space is requested. The need for a large training & meeting room for division programs and needs.
 - Permanent space for HEFAS *Undocumented Student Center).

***No separate program reviews were submitted since they are incorporated in existing programs.**