

Student Equity Walkthrough Evaluation Tool

Is our Campus a Student Centered and Inclusive School?

INSTRUCTIONS:

What is the purpose of the campus Student Equity Walkthrough Tool? The purpose of equity walks is to sharpen and focus the inclusion efforts and instructional leadership lens through the gathering of observational data to confirm or challenge assumptions regarding school improvement and equity in the buildings. De Anza College is interested in adopting this tool to allow students an opportunity to assess our visual equity practices and sense of inclusion. This tool gives students the opportunity to evaluate how inviting our school appears, feels, and reflects a commitment to inclusion. It can also help to point out various areas that may have been previously overlooked and can be easily addressed.

Suggested Walkthrough Guidelines:

- Select a team leader(s) to coordinate the walkthrough. The team leader(s) should coordinate an orientation meeting to review the tool with the Equity Office. For students this will most likely be arranged by an instructor or a program coordinator with whom you are working. However, student clubs, volunteers, DASB members, and others interested in this activity are welcome and encouraged to initiate this process.
- We recommend that at least five (5) students from various backgrounds work together to complete the evaluation walkthrough. If possible or applicable, you might also consider inviting a faculty member, classified professionals, or administrator to join you on your walk. Others may include a parent, a community leader, alumni/a, or Union member.
- Each team member can complete the walkthrough separately or as a team but each person is encouraged to complete their own checklist. After completing your walk and gathering your individual notes, review together with the group. Your group review/dialogue is another opportunity to identify cross-cutting themes or patterns that emerged during your walk.
- After all parties have completed the walkthrough, the team leader schedules a meeting to discuss the observations and how to address areas that need improvement and highlight area of success. The team leader should also collect the forms and submit a copy to the Equity Office to further support the De Anza campus equity planning process.

Walkthrough Components: There will be three overarching areas or sections evaluated during the walkthrough:

- A. Welcoming Environment (Public Space)
- B. Policies & Practices to Engage Students
- C. General Inclusion (resources, assessment/evaluation, and attitudes/values)

Observers Name: _____

Date: _____

EVALUATION TOOL:

Please complete all the sections as if you were totally new to the campus, new to the area or even new to the country! You may also wish to put yourself in another's shoes. For example, you might ask yourself if you were an undocumented student or in a wheelchair how welcomed and supported would you feel as you move through campus.

Remember, the overarching question is: How welcoming is our school to all students? In order to remember your thoughts during the walkthrough, take notes on what YOU feel and think the college is doing well as well as how some areas can be improved.

Equity Component	Some Questions	Evidence or Observations of Inclusive Practices	Questions Or Observations For Further Dialogue
<p>Environment/Public</p> <p>Student Support (Re)defined Alignment: Space where students feel connected and nurtured</p> <p>Connected: Students feel like they are part of the college community</p> <p>Nurtured: Students feel somebody wants and helps them to succeed</p>	<ul style="list-style-type: none"> • What evidence of connection and support is demonstrated in the school's public spaces? • Is there evidence of a commitment to nurturing? • Are there certain areas on campus students hang out around more or less? • What can you discern from "walking the walls"? • How is the learning environment inclusive and reflective of individual learning profiles? • What evidence do you see in the environment that demonstrates culturally relevant and responsive teaching and learning? • Is the student work visible? Is it some students' work or all students' work? • Are there gender-neutral restrooms? 		

	<ul style="list-style-type: none"> • Is there accessible community space? • Is there support readily available if you need assistance? • Is there information present in various languages and literacy levels? • Is there posted information about a meditation or prayer room? • Is there a room identified for students with young children or a breastfeeding/lactation room? • Is there a parent room available and/or are family friendly classes available? 		
<p>Policies & Practices/ In-class and Public Space Instruction</p> <p>Student Support (Re)defined Alignment: Students are engaged and valued.</p> <p>Engaged: Students actively participate in their learning both in and out of class.</p> <p>Valued: Students' skills talents, abilities and</p>	<ul style="list-style-type: none"> • Are students engaged in curriculum decisions and campus planning? If so, how are you informed of this process? • Are you familiar with the student learning outcomes? • Do you see information posted or available for students with learning needs? • Do you see information on special cohort programs and why they are available? • Are there gender-specific resources present? • What instructional strategies 		

<p>experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.</p>	<p>are being used in public space to encourage critical thinking and respect for differences?</p> <ul style="list-style-type: none"> • Are instructed readings and assignments reflective of the different cultures and ethnic groups of the students here at De Anza? • Do assigned readings expose students to the various life experiences of different cultures and ethnic groups? 		
<p>Resources (Tutoring Centers, Counseling, Financial Aid, Special Student Programs, Library, Computer labs, etc.)</p> <p>Student Support (Re)defined Alignment: Students are directed and focused.</p> <p>Directed: Students have a goal and know how to achieve it.</p> <p>Focused: Students stay on track- keeping their eyes on the prize.</p>	<ul style="list-style-type: none"> • Is it clear what resources are available? • Are you comfortable asking for help to find the resources you need? • Is the process of obtaining resources clear and easy to follow? • Are you able to obtain information about food programs, scholarships, etc. easily? • Are you able to easily identify posted information on educational resources and pathways to graduation or transfer? • Are you able to identify crises or specialized community assistance? • How do the resources recognize and value different 		

	learning styles?		
<p>Assessment and Evaluation</p> <p>Student Support (Re)defined Alignment: Students are directed and focused.</p> <p>Directed: Students have a goal and know how to achieve it.</p> <p>Focused: Students stay on track- keeping their eyes on the prize.</p>	<ul style="list-style-type: none"> • Are you familiar with the guidelines on assessment and evaluation used in this school/school system? Are they easy to find? • Are there opportunities to evaluate your instructors and the college? • Is there publicly located feedback or input stations available? • What are the homework policies and how are they personalized to address diverse learning styles? • Is there evidence of students being able to use differing learning styles to submit work? • Is student work on display and if so, where? • Can you easily locate the assessment office? • Do you know where to find the disability support and programs department? Is there signage available? 		
<p>Attitudes and Values</p> <p>Student Support (Re)defined Alignment:</p>	<ul style="list-style-type: none"> • What is the feeling you experience walking or moving around campus? • Are students discouraged from using racial and ethnic 		

<p>Student experience feeling connected and nurtured.</p> <p>Connected: Students feel like they are part of the college community</p> <p>Nurtured: Students feel somebody wants and helps them to succeed</p>	<p>slurs by helping them understand that certain words can hurt others?</p> <ul style="list-style-type: none"> • Do professors share how they screen books, movies, and other media resources for negative cultural, ethnic, racial, or religious stereotypes before sharing them to students in the class? • Is it understood that students from different cultures will have different expectations from their society for doing well in school? Is this discussed in class or illustrated in public ways? • Do class goals, policies, and procedures incorporate principles and practices that promote cultural diversity, cultural competence and linguistic competence? Are these expectations posted? • Can students vote on school policies and practices? If so, is there information publicly available on this process? • Can students advocate for changes on the green sheet/syllabus? Are green sheets readily available in the public space? • Do the halls, cafeteria, lounges and other public spaces communicate that 		
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	students are valued and their success matters? Please provide examples.		
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**Sections have been aligned with the six success factors identified by The RP Group report on Student Support (Re)defined.*

Walkthrough Training/Orientation Completed: Yes No Date: _____

Date of Walkthrough: _____

Class or Program: _____

Team Leader: _____

Team Members Role: Student _____ Faculty _____ Classified Professional _____ Administrator _____

 Community Member _____ Parent _____ Other _____

Debrief Meeting Date: _____

Shared Group Discoveries:

Emerging Themes:

Campus Successes:

Observers Name: _____

Date: _____

Areas of improvement:

What would you like to see more of?

Observers Name: _____

Date: _____