De Anza College Equity Plan Progress Tracker

Key Areas of Focus https://www.deanza.edu/equity-plan/documents/Equity-Plan-Re-Imagined-2022-2027.pdf	Progress	Evidence/Progress	Responsible Parties	Next Steps	Timeline
Vision and Defining Equity Develop and adopt an equity vision and framework for De Anza's equity work					
Conduct research to gather evidence for equity definition	In Progress	Focus groups, conversations with shared governance or others to gather input on a definition of equity?		Adriana: Connect Board Priorities, Edu Mstr Plan, Plan Reimagine, SEA, and DA and FHDA mission and vision and core values. Collect other college's entitites definitions of equity as a starting place. Definition not more than more 5% points difference between the highest performance and	Fall 2024
Gather relevant documents that detail, describe or define equity at De Anza. Use the documents as foundational source material for defining what equity actually means and looks like.	Complete	2022-2027 Educational Master Plan and Board of Trustees' DEI resolutions were reviewed as foundational documents. 2022-2027. 2023 Institutional Self-Evaluation Report serve as the foundation for equity definition.		Adriana: Connect Board Priorities, Edu Mstr Plan, Plan Reimagine, SEA, and DA and FHDA mission and vision and core values	Fall 2024
Assess student needs from disproportionately impacted communities through a student survey	Complete	Student Satisfaction Survey from Institutional Research highlights student needs from disproportionately impacted communities.	¯	Continue to administer annually: https://www.deanza.edu/ir/research/documents/Belonging CivicCapacityBasicNeedsMentalHealth_Spring2024.pdf	Administered each spring quarter by campus Research Office
Obtain and review diversity, equity and inclusion (DEI) samples from other districts (e.g., DEI resolutions, board DEI priorities).	Complete	DEI samples from neighboring districts like Foothill College and California Community College Chancellor's Office were reviewed.			
Conduct qualitative inquiry of student needs in consultation with Guided Pathways team	In Progress	Started workshops on campus connections and resources and building community at De Anza as a result of findings from guided pathways student advisory group Partners in Learning Equity Series 24-25 (Data, Practices & Impact) and extended events to 25-26 to divisions and departments; share the qualitative data from the series.	Student Success Center (SCC), Office of Professional Developoment (OPD), Equity+	Connect with impacted departments who serve DI groups where the gaps have not made substantive change in closing achievement gaps.	On-going
Identify the key characteristics of an equity-minded institution using self-assessment tools such as the Denver University Inclusive Excellence Toolkit or the NERCHE rubric	In Progress	Draft: Equity Rubric sent to Attorneys for review. Includes markers for bringing outside resources to campus.	HEFAS Co-Coordinator, HEFAS-Counselor, Equity Program Coordinator, EAC, DA-President	Identify equity rubrics as models for De Anza to review. Confer with attorneys, and shared govenance committees. Discuss with attorneys in fall 2024. Share with shared governance for use across the campus.	Winter/Spring 2025
Shared Governance - Engage administration and shared governance leaders to advance and uphold the equity vision in all college endeavors by integrating it into the shared governance process and promoting transparency around equity					

Action	Status	Notes	Responsible	Details	Timeline
Collaborate with unions, senates, and administration to explore ways to foster equity-mindedness for all employees	Beginning	Collaboration between faculty and administration includes Academic Senate and Classified Senate discussions on equity in hiring practices.	EAC, DDEAC, HR, Senior Staff, Administrators	Negotiated items that can be implemented for professional development, orientations that lend to equity-minded practices across the contintuency groups. Ask at DDEAC. Talk about at EAC. Meeting with constineuency. Connect with leaderships to model equity-minded conversations and ideas. Deans meeting every 3rd meeting of the month.	
Develop measurable actions to carry out the framework aligned to Board of Trustees priorities and leadership goals	In Progress	Racial Equity + 6 Student Success Factors = Equity: Commitment to equity statement for each shared governance committee/entity. RAPP is a good example. EAC has it in the charge of the committee, and revisited the charge at the Winter 2024 retreat.	Each shared governance entity	Each shared governance entity creates measuarable goals and objections within their purview that are in alignment with District and College priorities that shape an equity-minded institution. Check in with other shared governance committees not listed to see if assistance is needed in facilitating this process; expand EAC retreat campus wide to collectively engage shared governance leadership. Divsion commitment.	Fall 2024-Winter 2026
Provide an equity portfolio tool as a resource for employees who want to show evidence of equity work	Not Started			Work with academic senate/faculty champion to identify an e-portfolio tool and promote the use. At the time of writing the equity plan, Elvin was really interested in ePortfolios. 3CSN professional development network has great resources on e-portfolios. https://3csn.org/eportfolios	
Form a representative work group or task force to research, review, and recommend an e-Portfolio tool for purchase	Not Started				
Explore how the e-Portfolio can be used as a resource for program reviews	Not Started	MN: I am not sure what this means in reality...			
Incorporate equity framework and new definition of equity into De Anza's Educational Master Plan	Complete	Done. The equity plan re-imagined and equity framework is part of the EMP and strategic planning process	Marisa, Lydia, Mallory	Continue ongoing integration.	
Communicate equity efforts, including branding and regular updates: º Create branding for college equity efforts including an updated logo º Include regular equity updates in college publications º Provide period collegewide reports on the state of equity º Link to collegewide equity and racial equity efforts from other websites (e.g. College Planning Committee, Institutional Research, Equity and Engagement Division, Office of the President) º Feature department and program equity work on website, and submit accomplishments to the Office of Communications for possible broader promotion	In Progress	This is a strategic plan action plan; EAC will collect and submit equity work to the Office of Communications in fall 2024 to publicize campus equity work. EAC to develop webpage tracking the implementation of Equity re-imagined. Provide quarterly updates to College Council on the implementation of Equity Re-imagined and lobby for a standing agenda item at College Council to report out equity efforts	EAC, Office of Communications, College Council	Meeting with Office of Communications to determine best communication platform to publicize ongoing campus equity work; EAC to utilize launch of equity inventory to identify areas of campus to spotlight; broach conversations between College Council tri-chairs and EAC re: standing report out on plan implementation	launch by end of Fall 2024

Create opportunities focused on accomplishing equity work (e.g., professional development days, department meetings, division meetings, etc	in-progress	SSH DIvision Retreat Activity: Planning Student Voices panel discussion: SSH Division focus group: gathering student insights concerning the causes of student success gaps	Steve Nava and the SSH Equity Core Team: Sohini Dutt; Elvin Ramos; Ameeta Tiwana; Laura Chin	Buy-in from shared governance and accountability to shared governance to have employees to participate and engage in equity-minded focused work, PD, etc.	
Culture of Equity Create a culture of equity-based evidence and practices with all employees					
Integrated Instruction and Services Develop best practices based on research at the collegewide and programmatic, departmental and work area levels					
Develop one or two high-impact equity practices for each department, program or unit based on local, state and national research º Select one or two practices to implement in the classroom including curriculum and pedagogy. Examples may include: ◊ Focus on infusion of equity-mindedness in curriculum ◊ Cultural curriculum audit of courses (use outside groups to partner to complete audits)	In Progress	Participated in leading and attending Partners in Learning, Student Peer Equity Conference and HS Outreach Empowerment Conferences.	Sal Breiter (Office of Professional Development); Brian Malone (SiP Grant Project Director); Outreach Dept; Melissa Aguilar, Diana Alves de Lima (SSC Faculty and Staff Coordinators); SSRS faculty and Assoc. Dean	Look at revamping some of the structure of Partners in Learning Workshops to incorporate demonstration of effective strategies/interventions for disproportionately impacted student groups	AY 24-25
Explore ways to integrate instruction and support services more effectively to achieve equitable outcomes. Examples may include: º Integration of counseling and academic advising into the Guided Pathways Villages to ensure that racially minoritized students (in cohorts and not in cohorts) have more ready access to counseling services º Developing a campuswide faculty mentoring program, integrated with Guided Pathways Villages (e.g., faculty mentor program in CDE, Appreciative Advising Program)	In Progress	This is a strategic plan action plan: Language and Communication and Physical Sciences and Technology Villages' Embedded Counselors. Partner's in Learning is also developing a sense of community among faculty. General counselors serving as liaisons to GP Villages, began in AY 22-23; LinC courses through the GP Villages to integrate co-curricular activities and supports with instruction via LC cohort models	General Counseling; Guided Pathways Leads (Patty Guitron, Kim Palmore; Brian Malone; LinC Coordinators (Julie Wilson, Lauren Gordon, Christine Chai); Assoc. Dean, Adrienne Hypolite	Monitor and support progress on the action plan. Check in with GP team and General Counseling on successes/challenges/opportunities with GP counseling liaisons to the Villages; continue to grow LinC courses in GP villages that don't have one; find ongoing funding for expansion of LinC faculty/explore OER adoption in SSRS LC programs for grant opportunities (additional pay)	AY 24-25
Increase nontraditional models of learning and credit earning. Examples may include: º Credit for prior learning as an equity lever º Competency-based education in CTE as well as GE (one-year) and work-based learning	In Progress	This is a strategic plan action plan: Establish Alternative Learning Models: Microcredentialing, Credit for Prior Learning	Lydia Hearn is currently leading	Monitor and support progress on the action plan.	
Professional Development Develop rich and ongoing professional development opportunities that focus on deepening equity-mindedness for all employees					

Provide multiple series of professional development opportunities º An introduction to why racial equity is important and why we need to focus on institutional change. Training topics may include data on success rates and equity gaps, data on effects of proactive interventions like learning communities, students' stories, history of institutionalized racism and campus equity goals. º Developing a shared understanding regarding the need for ongoing institutional change and why it is imperative if we are to eliminate structural racism and achieve our equity and student success goals. Training topics may include nonviolent communication, bystander intervention, anti-bias, organizing, organizational development and listening campaigns. º The six factors of success and how they can be implemented in the classroom. Training topics may include equity curriculum inventory, syllabus review, welcoming strategies, checking-in strategies, making office hours more welcoming. º Equity competency, with training topics such as developing an equity mindset, cultural humility, being responsive to the academic and social needs of students, equity literacy, respecting students, anti-racism, anti-oppressive and inclusionary actions, nonexclusionary discipline, restorative practices, inclusive teaching and pedagogy º Shared governance and institutional practices, including ways to infuse equity-mindedness into these practices. Training topics may include accreditation, elements of PGA/PAA, Program Review, professional development, new employee training, hiring process and EEO reports (e.g., hiring decisions report by race; interview questions focused on equity and racial equity) º e-Portfolio equity training, to be offered campuswide and in individual departments and programs º Deeper training to infuse equity-mindedness into online pedagogy	In Progress	Partners in Learning Series 1) Data, 2) Advocacy 3) Equity Black Student Success Week Lunch-n-Learn and Student Voices; Participated in leading and attending Partners in Learning, Student Peer Equity Conference and HS Outreach Empowerment Conferences. - RSI training incorporates equity-mindedness into online pedagogy.	Office of PD; Office of Equity, Online Ed, Outreach		On-going
Offer professional development to all employees, including specific populations		Annual All-Peer Equity Conference for all student employees on-campus; Pride Center and HEFAS Center lead information and awareness trainings throughout the year to address equity gaps with their respective populations			
Assess training effectiveness and the impact on student outcomes for racial groups					
Financial Commitments Show financial commitment and investment in all equity work					

Align policies and budgets to equity goals Increase investments in intentional strategies designed to achieve student success and equity goals and the elimination of systemic racism (see Board of Trustees priorities 1, 3 and 4) º Build a balanced budget that institutionalizes equity and includes increased investments in strategies that will help achieve student success and equity goals, even if reductions in overall expenditures become necessary º Tie funding to program review equity and racial equity focus outcome. Develop a rubric to evaluate budgets and resource allocations that include criteria that is equity and racial equity focused º Develop a budget process that is inclusive of stakeholders and that is equity and racial equity focused, including but not limited to: ◊ Streamlining processes – i.e., affinity groups and special programs receive a permanent allocation with reporting responsibility ◊ Establishing a transparent decision-making process that is inclusive of stakeholders ◊ Institutionalize (including through funding) high-impact practices and components that are proven to work, such as Math Performance Success and other Learning Communities that improve retention for disproportionately impacted and racially minoritized students				Once equity rubric is created (action plan), determine how the rubric can be used for budget allocations. Work with the Budget Advisory Committee on allocating resources based on equity needs aligned with the Board priority: Build budgets that, regardless of fiscal conditions, will increase investments in intentional strategies designed to achieve student success and equity goals and the elimination of systemic racism; adopt policies and procedures that will support attainment of those ends.	
Invest in college and division programming that reaches racial and LGBTQ+ groups	Complete/Ongoing	LGBTQ+ programming is in place with the Pride Center. Pride learning community in 2nd year of its pilot; acquisition of state and private grants to support Pride activities and programming	Jamie Pelusi (Pride Center Faculty Coord); Huy Le (Pride LC Coordinator); Adrienne Hypolite (Assoc Dean, LCs/SiP Activities Director); Brian Malone, Alicia Cortez, Lydia Hearn	Continue to monitor progress on both the center and the learning community; aim to increase cohort of Pride LC, institutionalize the Pride LC counselor/coordinator; expand direct PD training on supporting LGBTQ+ students for faculty	Fall 2024-Spring 2026
Collaborate with Foothill-De Anza district Human Resources office to allocate funds to employees who are BIPOC (Black, Indigenous, People of Color)					
Accountability and Assessment Establish accountability and assessment measures to continue improving campus equity work					
Create a new accountability team (established by the administration) to review					

implementation progress of the equity plan		Every year each learning community submits a program reviews that includes data which reflects achievement gap, retention rates, and success rates for LGBTQ+, African American, Latinx, Filipinx, and Pacific Islander students in our programs compared to these populations who are not in our programs.	Umoja, Puente, FYE, IMPACT, and PRIDE learning communities	Based on the communication plan and celebrating individual equity work, create an annual state of the state of equity at De Anza report/presentation to provide updates to the college on progress, strategies and practices.
Define concrete metrics for key racial equity strategies. Metrics may include retention of students and employees, student success and effectiveness of professional development.		The college's Educational Master Plan goal includes 10 metrics that are measured through narrowing equity gaps betwen Black, Latinx, Pacific Islander, Filipinx, LGBTQ+, Native American and Foster Youth.		Continue to monitor the student metrics with IR.
Develop a communications strategy to report progress on accountability and equity competency.		This is included in the action plan: Communicate Collegewide Equity Efforts		
Develop annual assessments (created by program areas) such as SLOs, SSLOs and AUOs that examine racial equity and the six factors of student success in a continuous review cycle		Integration of the six factors and racial equity has been incorporated into RAPP processes for hiring, resource allocation and program review.		