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Dept AS - Office of Equity, Social Justice and Multicultural Education

2019-20 Annual Program Review Update Submitted By: Anthony Santa Ana

APRU Complete for: 2019-20

Program Mission Statement: The Office of Equity, Social Justice and Multicultural Education promotes — through programs and services — an academic, cultural and social environment that provides equity, social justice and academic success for all members of the De Anza College campus community. It supports the district and college missions, which consider diversity an essential component of student education in the 21st century.

The Jean Miller Resource Room for Women, Gender, and Sexuality works to ensure that students, faculty, and staff are free to determine their gender and sexual identities without facing harassment, coercion, discrimination, or violence. JMRR fosters a safer and more inclusive community at De Anza by offering trainings and campus-wide events that increase awareness of and sensitivity to issues of gender identity and sexual orientation.

I.A.1 What is the Primary Focus of Your Program?: Learning Resources/Academic Services

I.A.2 Choose a Secondary Focus of Your Program?: Personal Enrichment

I.B.1 Number Certificates of Achievement Awarded: 0

I.B.2 Number Certif of Achievement-Advanced Awarded: 0

I.B.3 #ADTs (Associate Degrees for Transfer) Awarded: 0

I.B.4 # AA and/or AS Degrees Awarded: 0

I.B.5 Trends in # Degrees Awarded: N/A

I.B.6 Strategies to Increase Awards: N/A

I.C.1. CTE Programs: Review of Perkins Core Indicator and SWP Outcomes Metrics: 0

I.C.2 CTE Programs: Labor Market Demand and Industry Trends :: 0

I.D.1 Academic Services & Learning Resources: #Faculty served: 243
(Equity Office)
45 (Jean Miller Resource Room)

I.D.2 Academic Services & Learning Resources: #Students served: 1029
(Equity Office)
583 (Jean Miller Resource Room)



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I.D.3 Academic Services & Learning Resources: #Staff Served: 79 (Equity Office)

9 ((Jean Miller Resource Room)

I.E.1 Full time faculty (FTEF): 0

I.E.2 #Student Employees: Equity Office: 1

Jean Miller Resource Room: 2

I.E.3 Full Time Load as a %: decrease by 1

I.E.4 # Staff Employees: 2

I.E.4 #Staff Employees: 2

I.E.5 Changes in Employees/Resources: Currently, the Equity Office is undergoing staffing changes and assessing its work. The Equity Office has a full-time Administrative Assistant; however, the funding is soft and there is no guarantee that we can retain this position. We also have a Program Coordinator who provides daily oversight of our State Equity Initiative and the Equity Office and provides Equity Practitioner Training for Faculty, Staff, and students.

The Equity Office no longer has a faculty director as of Fall 2017 and this position remains vacant even though we were promised at College Council a position when budget permitted. The office is now under the auspices of the Equity and Engagement Division with a new Dean, which is significantly different given the breadth and depth of her work advocating, managing, and guiding all related programs under her purview. The Dean of Equity and Engagement not only oversees the daily operations of our office but several programs/offices that report to her. Moreover, the previous academic year, we had several faculty coordinators to help with the work load but given the decreased allocation in state equity funds, this was more challenging to develop and implement programming. The faculty director on the other hand, is not a manager but a practitioner that helps across the campus to develop, strategize, guide, facilitate, coach, and lead for equity. Moreover, since the change of questions related to equity in the Program Review, our colleagues are requesting coaching, support, technical assistance for their areas and/or departments. Without a faculty director the Office of Equity it's limited in its capacity to offer specific and technical support across campus for new and innovative equity practices, especially with the state initiatives that equity is at the core of the transformation of our institution.

In addition, we had one FT faculty serving as the Jean Miller Resource Room Faculty Coordinator paid via additional pay which was funded through DASB. The Faculty Coordinator position is still listed as a 10 hr/week position but as this was taxing on top of teaching a full load, the Faculty Coordinator requested release time instead of additional pay, which has been granted for 2019-2020.

During the last two years the Faculty Coordinator has seen an increase in

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LGBTQ+ students reaching out for more support, both psychologically and academically. In previous years, the JMRR Faculty Coordinator has not had capacity to address all the needs of this population with the limited 10 hr/week position. It is also important to note that the latest Student Equity Plan (SEP) lists goals for recruitment, transfer, and completion rates for the LGBTQQIA community. We believe a learning cohort community is the obvious next step to fill these gaps in service. It would help alleviate some of the psychological stressors by building community and it would help these students work toward their academic goals. For this next step, it seems a FT Faculty Coordinator and/or FT Counselor Coordinator would help us better serve the students' needs and align with the goals of SEP.

II.A Enrollment Trends: N/A

II.B Overall Success Rate: NA

II.C Changes Imposed by Internal/External Regulations: With the vacancy of the Faculty Director, it has been difficult to train, support and develop the Equity Core Teams & Equity Literacy Teams and to provide assistance with division's equity plans, as they relate to program review. The Equity Literacy Team model is faculty, classified staff, and students with the deans approval, to create a team in a division to gather information, address equity issues, and make policy recommendations for their division. Thus, this create equity practitioners in various areas to meet the their specific needs. With the initiation of the 2014 state equity student initiative the office saw some significant change. The Equity Office was allocated a budget of \$80,000, per the state allocations to De Anza for equity programming however, Fall of 2018 its allocation was reduced to \$12,000 to support High Impact Practices, Equity Core Team mini projects and Lit Lunch.

The Office of Equity does have a permanent B Budget of \$15,000 per academic year to support the work of the office. DASB also provided funding for our Jean Miller Resource Room for Women, Gender, and Sexuality. However, given the decline in enrollment and the current budget crisis on campus, funding for JMRR remains tenuous if dependent solely on student fees.

Starting in 2016, DASB also partnered with the Equity Office to assist with the coordination and allocation of the multicultural/diversity funding, which stands at an average \$14,500 per academic year.

Thus, between 2014-2016 we experienced a significant financial growth providing much needed staffing as well as program budget. However, Fall of 2017 the funding level dipped drastically. State equity funding is still considered soft money and we have already seen a slight decrease to our campus and district as a whole. Furthermore, we still lack consistent institutional funding support for the JMRR. Due to enrollment decline and budgetary constraints, much of our Equity funds are now tied to staffing. Therefore, in order to meet the collaborations required by new state mandates, we would need to find funding from other sources.



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As stated above, the Student Equity Plan lists specific goals for recruitment, transfer, and completion rates for the LGBTQ+ community. As a result of these new goals, we believe the institution should support a new learning community staffed by a FT Faculty Coordinator and/or Counselor Coordinator.

III.A Program Success: The Equity Office does not provide direct services to our targeted populations. We provide strategic and intentional training to staff, managers, and faculty working with our DI students. Furthermore, our focus remains on the institutional culture at large, which informs and maintains the policies, practices, and protocols that guide our student support and learning culture. Our focus is on integrating an equity framework that will guide our community and student-centered culture.

Generally, we do not serve students directly, however we provide community-wide programs (High Impact Practices) that aim to create supportive, educational enrichment and empowerment opportunities that will facilitate the creation of an inclusive and culturally responsive teaching and learning environment.

However, these programs and services are not intended to close the achievement gap by direct instruction but by creating a welcoming and inclusive culture. Equity work is both interpersonal, informed by inclusive curriculum and responsive curriculum, as well as institutional reflected in policies, procedures, and cultural norms of the institution. The equity office looks at the whole system and ways to address inequity of policies, practices, and cultural norms. Thus, all of the equity work that has been conducted over this past year has directly aimed to meet the needs of our targeted students.

The Equity office has slowly transformed into a "safe" space where students come for various reasons and feel at "home". With this said, creating a culture of belonging in a physical space offers students solitude and connection to the campus.

Some successes for the Office of Equity are the Student Equity Partners meetings which support, promote and collaborate our efforts working with DI groups and closing the student equity gap. The student ambassador equity certification that was piloted last year to train students in foundational concepts/theories of equity and social justice, participatory action research, and being an effective shared governance student representative. Moreover, we have created a culture of collaboration that assists and supports the All Peer Equity Training, Student Voices United for Change conference, Rock the School Bells conference, Undocuwelcome and trainings, DASB equity trainings, etc...

For JMRR, during 2018-2019 our successes included:
Training 4 interns and approximately 12 student volunteers in campus-

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wide gender and sexuality equity work

Co-sponsoring community events, such as Rock the School Bells and the Queer and Now Conferences

Educating student employees about gender pronouns during the All Peer Equity Training

Offering 2 Safe(r) Spaces Trainings, one for staff/faculty and another for the broader community during Queer and Now

Supported professional development on campus by offering a Mental Health First Aid training with the help of county officials

Hosting our largest Lavender Graduation ceremony to date with 9 graduates and a standing-room only graduation ceremony at the Euphrat Museum

III.B Enrollment Trends - Equity Lens: N/A

III.C Success, Non-Success and Withdraw Rates: As a campus community, we have not made sustainable progress in this area. We will need to continue our equity planning efforts as well as training on specific institutional and pedagogical approaches to addressing the opportunity gap. It is important to note that these trainings and institutional assessment efforts are underway. Moreover with the State Chancellor's office various initiatives (AB 705, Guided Pathways) these will affect the success rates due to institutional changes.

For JMRR, we do not currently have data measuring success, non-success and withdraw rates of LGBTQ+ students in the Disproportionate Impact Tool. There is one metric for non-binary students, which shows a -12 percentage point gap among those students. Our hope is to collect more data on self-identified LGBTQ+ students and develop a learning community for them so that we can better assess needs and improve success rates for this population.

III.D Equity Planning and Support: Collect institutional data for targeted groups by department and division to understand the success, retention and completion rates. From the data analysis, create systems of training and support those areas to identify areas of growth and improvement.

Thus, creating an equity action plan for those areas with the support of the Office of Equity. Although, we do not have a faculty director to solely focus on these efforts. Therefore, with our limited capacity, we are not able to meet the needs of the division/departments requests.

Also, the increasing gap of student basic needs not being met, wrap around services are needed to ensure that the students are being provided emotional/social support in order to be successful in their academics. The divisions/departments need to have a more streamlined effort to collaborate and provide services/resources for students.

Therefore, more basic needs monetary support is needed to meet the demands of the students.

Building on the success of learning communities at De Anza JMRR hopes to develop a "Lavender Learning Community" for LGBTQ+ identified students



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and their allies. This work would require a dedicated Faculty Coordinator and/or Counselor/Coordinator to help manage the program because a program of this nature would require innovative methods of recruitment, retention, instruction, and community building. Moreover, De Anza is committed to closing the student equity gap and in the current Student Equity Plan, the LGBTQ+ student population has been identified as a Disproportionate Impacted group. Therefore, allocated resources and strategic planning to support this population are needed.

III.E Departmental Equity Planning and Progress: In order to meet the needs of the requests for equity coaching, support, and technical assistance, a faculty director is needed to focus their time to close the student equity achievement gap. Therefore, a faculty director is needed.

For the Equity Office to support the entire institution with their equity gaps, professional development is needed for shared governances and leadership positions in leading and transforming for equity, effectively collaborating across the institution, and developing systems for state equity initiatives to cross collaborate and streamline efforts to support the success of the students.

The Equity Office has seen great success in deepening our equity framework, theory of action, equity rubric, and lens. These documents have been adopted by the AS & DASB and infused throughout many of our guiding documents (e.g., Mission and College Values, Accreditation, Educational Master Plan, State Equity Initiative). What's more, we provide training and coaching on the integration and praxis of these tools in addition to applying to our intern programs, policies, and practices.

Part of our equity planning is guided by De Anza theory of action, which focuses on intra, inter, institutional as well as leadership and environmental development. We have connected our strategies to this theory of action in the following ways:

Intrapersonal development for equity: provide developmental workshops and guiding materials for personal development

Interpersonal development for equity:

III.F Assistance Needed to close Equity Gap: Yes

IV. A. SLOAC Summary: N/A

IV.B Assessment Planning: N/A

V.A Budget Trends: The Equity Office was allocated a budget of \$80,000, per the state allocations to De Anza for equity programming but in fall 2017 was reduced to \$6,500. This decrease of Student Equity funds has limited our capacity for faculty coordinators that support the equity efforts across campus. Also, providing specific trainings from professional experts in their fields for specific departments/divisions to support their equity efforts.

Additionally, we now have permanent B Budget at an average of \$15,000

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per academic year. We have also received funding from DASB, which supports our LGBTQI programming. DASB also provides funding for our Jean Miller Resource Room for Women, Gender, and Sexuality. Starting in 2016, DASB has also partnered with the Equity Office to assist with the coordination and allocation of the multicultural/diversity funding, which stands at an average \$14,500 per academic year. This process is across campus collaboration with various student clubs and programs.

V.B Funding Impact on Enrollment Trends: Since we are experiencing a budget crisis due to a decrease in enrollment and the increasing standard of living, student's external environment has a negative impact on their student success. Thus, we are experiencing an increase in student's need for emotional support and resources on/off campus.

V.C.1 Faculty Position(s) Needed: Replace due to vacancy

V.C.2 Justification for Faculty Position(s): Faculty Director - The Equity Office will no longer have a faculty director as of June 30, 2017. We will have a Dean of Equity and Engagement, which is significantly different given the breadth and depth of their work advocating, managing, and guiding all related DIS focused programs under their purview. The Dean of Equity and Engagement has several other programs that she manages and oversees. Thus, given the many roles and responsibilities of the Dean, it is a challenge for the dean to provide daily oversight to carry out the efforts for addressing and closing the achievement gap. A faculty director on the other hand, is not a manager but a practitioner that helps across the campus of the critical work of program planning, development, support services, and implementation to lead for equity.

Faculty Coordinator or Counselor/Coordinator for the Jean Miller Resource Room--FT or reassign time. Not until this year (2019-2020) has a JMRR Faculty Coordinator remained in the position longer than one year. Currently the Coordinator is funded at .25 release time. However, in order to build on the intersectional work and meet the goals stated in our Student Equity Plan, we need to grow the work of JMRR. Given the increase need among students, faculty, and staff for support around issues of gender and sexuality, it is challenging to retain a qualified Coordinator with an intersectional framework who works within the LGBTQ community. It is evident that the gender and sexuality work of the entire campus cannot be done in just 10 hrs/wk or as a quarter time position. Therefore, a full-time Coordinator could better serve the needs of the campus. If we are able to develop our Lavender Learning Community, then it would also be feasible to create a Counselor/Coordinator position, similar to those already in place in SSRS. We are noticing an increased need in counseling support (both psychological and academic) for the students we serve in JMRR and believe it would be beneficial to have someone with a counseling background who can oversee the program.

V.D.1 Staff Position(s) Needed: Growth position



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V.D.2 Justification for Staff Position(s): Faculty Coordinator or Counselor/Coordinator for the Jean Miller Resource Room to support a new learning community

Please see V.C.2 for further justification of a Full-time position.

V.E Equipment Requests: Equipment resource requests listed on spreadsheet

V.F Facility Request:

V.G Other Needed Resources:

V.H.1 Staff Development Needs: There is a critical need to stay current in the fields of equity, social justice, and multicultural education in order to fully meet the demands of the office and college community. The following conferences have been identified as sources of staff development: NAME, NCORE, Community at Work, Social Justice Training Institute, Equity Institute at Skyline College, Center for Urban Education Equity Summit, and the Intercultural Training Institute.

V.H.2 Staff Development Needs Justification: Without ongoing professional development the office will be at risk of providing less meaningful/relevant tools, resources, and praxis.

V.I Closing the Loop: We will meet with our institutional research to develop specific program assessment tools. We are also working to better track our program participation and evaluation data.

Last Updated: 02/03/2020

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