**De Anza College**

**Year of Reflection**

**Guiding Questions for Shared Governance Groups**

**1. Factors to Consider when Exploring Student Success and Equity Gaps**

We recognize that students come to De Anza with varying skills, home/life situations and responsibilities and outside stressors that impact their ability to be successful, including but not limited to:

* Academic skills that students bring with them to the classroom:
	+ We know there is inequality in the Bay Area in "school quality" and "quality of preparation" for students AND that students in targeted groups attend those "poorer quality" schools.
		- **Reflection:** what do we do in those situations?
* Dynamics of engagement that happen in the classroom:
	+ We know students learn better when they have a sense of belonging in the classroom and on campus, when they have the opportunity to connect with fellow students and faculty, and when their interest is sparked by the curriculum, content and teaching manner.
		- **Reflection:** how can we create opportunities for engagement?
* Outside stressors on the student that affect their ability to stay focused in the class and the ability to finish the class:
	+ We know students learn better when they are able to focus on their coursework rather than outside obligations including financial, family, work, and personal obligations.
		- **Reflection**: how can we reduce the stressors students face to help them stay focused?

**2. Instructional Areas: Exploring Student Success and Equity Gaps**

As a college we have a goal of closing the equity gap to no more than 5 percentage points between groups. This is at the institution level, not at the individual employee level. We as a college recognize that structural racism exists both outside and inside the college and that we cannot erase all the impacts of structural racism on our campus and in the classroom, however, section-level data may help individual recognize how the impacts of structural racism manifest in the classroom in order to hold space for conversations around what to do.

* Find your departments success and equity gaps: [Student Success Dashboards (deanza.edu)](http://deanza.edu/ir/Dashboards.html)
	+ **Reflection:** what are the gaps for your department?
* Find your individual success rates: [How to use the Inquiry Tool (deanza.edu)](http://deanza.edu/ir/program-review.18-19/documents/HowtoUsetheInquiryTool.pdf)
	+ **Reflection:** who in your area has success gaps that could be a model? What are they doing?
* As a department or as an individual, discuss factors that could lead to increased success. Consider the following:
	+ **Reflection:** how do you address the different academic skills that students bring to class?
		- how do you teach in a way that invites active interest and participation by all students?
		- how do you structure the class so students with different outside stressors are able to participate on equal footing?
		- what services could be harnessed to address success?
* As a department or as an individual, what are other ways to define success other than passing grades? Consider the following:
	+ **Reflection:** how will you measure those factors?
		- How can equity gaps be narrowed using this new definition of success?

**3. Student Services Areas: Exploring Student Success and Equity Gaps**

* As a program/service or as an individual, discuss factors that could lead to increased success. Consider the following:
	+ **Reflection:** Are the programs/services that are currently available to students leading to greater success and narrowing the equity gaps?
		- how does the program/service engage students in a way that invites active interest and participation in the service and lead to greater success?
		- how are programs/services structured so students with differing outside stressors can equally participate/benefit?

**4. Administrative Services Area: Exploring Student Success and Equity Gaps**

* As a program/service, discuss how your area positively impacts student success. Consider the following:
	+ Reflection: how does your area positively impact a student’s sense of belonging on campus?
		- how does your area foster a sense of community in the classroom or campus?
		- how does your area create an environment in which De Anza is a safe space where all are welcome?

**Reference documents:**

[Vision, Mission and Values (deanza.edu)](https://www.deanza.edu/about-us/mission-and-values.html)

[Educational Master Plan, 2015-2020 (deanza.edu)](http://deanza.edu/ir/state-of-the-college-related-information/documents/EMP2015-2020_3-11-16.pdf)

[Educational Master Plan Update, 2018-2019 (deanza.edu)](http://deanza.edu/ir/state-of-the-college-related-information/EMP_2015-2020_Update_2019.pdf)

[2019-2022 Equity Plan](https://www.deanza.edu/ir/planning/DAC_Student_Equity_Plan_2019-22_Final.pdf)