

De Anza College - Academic Services Comprehensive Program Review

A. Department Information

Mission

Please enter your department's mission statement here.

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.

How does your program mission statement relate to the mission, vision and values of the college? (<https://www.deanza.edu/about-us/mission-and-values.html>)?

The Office of Equity, promotes an expansive array of academic, cultural and social programs and services which address and enhance equity, social justice and academic success for the campus community. Diversity is an essential component of student education. The office fosters a collegial climate that values individual and group differences and respects the perspectives of others by working to eliminate systematic oppression and barriers that perpetuate inequity, injustice, and mono-cultural education.

Aligned with the College's vision, the Office of Equity is committed to the empowerment of all students to achieve their educational goals, develop an equity-based mindset, and become civic leaders within their communities.

The Office is anchored in the college's achievement of its core competencies: communication and expression, information literacy, physical/mental wellness and personal responsibility, civic capacity for global, cultural, social and environmental justice and critical thinking.

Program Goals

Enter 1-3 goals for your program to be achieved by spring 2027. Each annual reflection will ask your program to report on progress in meeting your goals. Each goal should be aligned to your programs's mission and the college mission. All resource requests and personnel requests should be aligned with your program's goals.

Goal title	Goal description	Responsible parties	Collaboration with	What evidence will be used to monitor progress?	How will you assess achievement of the goal?
Equity Mapping	Develop a comprehensive map of equity practices and measure the impact those practices have on closing the achievement gaps of DI groups as indicated in the Equity Plan	Dean, Equity & Engagement,	Faculty, staff, students, Institutional Research, area Deans, and Departments Directors, Vice Presidents of Instruction and Student Services, and College President	-EAC Agendas and Meeting Minutes -Surveys of Divisions	-Composition of a comprehensive document that outlines evidence based equity practices occurring across the campus. - Progress towards goals and objectives in the Re-Imagined Equity Plan -

Support divisions in establishing Core Equity Committees that focus on student voices and lived experiences	Engage students as experts of their lived experiences and have them share their stories and provide feedback/recommendations to improve the student experience and academic success. The focus will be on the following disproportionately impacted groups: African Americans, Disabled Students, Foster Youth, Latinx, LGBTQQI+, Pacific Islander, Veterans, and Native American	Office of Equity Program Coordinator, and division deans, faculty, staff	with IR staff, participating Division Deans, senior admin, The Office will partner with IR to access contact lists based on student identifying markers highlighted in the State Equity Plan as disproportionately impacted. African American, Disabled, Foster Youth, Latinx, LGBTQQI+, Pacific Islander, Veterans, and Native American students.	1st quarter -Meetings, # of participating campus community members relationship building with students and with staff/faculty/administrators 2nd quarter- create core team to plan student voices programming and listen to student voices, # of participating students via one on ones and or panels 3rd quarter- apply recommendations inside and outside the classroom reporting that data to deans and or department chairs and division meetings.	Survey at the end of each quarter by faculty, classified and students via focus group or written reflections on application of student recommendations and faculty/staff learning opportunities.
Women's Resource Center	Explore the possibility of reconstructing a women's center	Dean, E&E, Equity Program Coordinator, Equity Faculty Coordinator	Faculty, staff, students, Institutional Research, area Deans, Directors, Vice Presidents of Instruction and Student Services, and College President	-Agendas and meeting minutes. -Surveys of Divisions and Departments -Alignment with equity plan	A women's center will exist with space, funding, staff and programming

Changes Imposed by Internal/External Regulations/Factors

Are there factors unique to your program that may affect your ability to serve students and employees that people should be aware of? (e.g., program reorganization, loss of personnel, legislative mandates, etc.)

There have been significant changes in personnel within the department which impact the productivity and synergy of the charge of the office. The newly created Associate Dean, Learning Communities was successfully recruited in February, 2023. The area dean retired as of June 2023 and their replacement began August, 2023.

With the addition of an Associate Dean to the area and a new Dean of Equity & Engagement, the organization of the equity and engagement division has shifted to allow for greater balance in leadership and supervision. The Associate Dean, Learning Communities has designated oversight of the communities which balances out the workload of the dean and allows them to focus more intentionally on HEFAS, Honors, the Student Success Center, VIDA, and the Office of Equity.

Currently, the equity-faculty coordinator position is vacant.

Funding continues to be a challenge as a large percentage of it is allocated to personnel salaries and benefits. The institution will need to investigate opportunities for revenue or shift financial priorities as the timeline to hold harmless within the statewide Student Centered Funding Formula (SCFF) draws to an end.

Disproportionately impacted groups continue to be a focus of the California Chancellor's Office as evidenced in the [Vision 2030](#) Framework which focuses on equity in success, access and support through people, systems, resources and policies.

B. Populations Served

Provide details on the ways in which faculty are served indirectly.

1. Report the number of faculty served indirectly (e.g., opening day presentations, assisting all faculty with Canvas, providing all faculty with access to research materials, etc.) over the full academic year (summer, fall, winter, spring).
2. How does this rate compare to rates in prior years?
3. What trends is your department seeing in regard to the ways in which it is serving faculty indirectly?

1. The Office oversees the Equity Action Council. The EAC is a shared governance body that helps facilitate campus wide development and support, engagement, implementation of programs, evaluations, policies and procedures that are in line with De Anza College's vision of equity, social justice, and multicultural education. The council helps meet the goals and objectives of equity at De Anza and in particular, the Office of Equity, Social Justice and Multicultural Education. It consists of 15 members including 3 faculty members. The Equity Action Awards, hosted annually serves 100 participants and bestows 5 awards are given for each constituency group plus an elder.
2. No prior year data available.

Provide details on the ways in which faculty are served directly.

1. Report the number of faculty served directly (e.g., small group trainings, one-on-one trainings, etc.) over the full academic year (summer, fall, winter, spring).
2. How does this rate compare to rates in prior years?
3. What trends is your department seeing in regard to the ways in which it is serving faculty directly?

1. Direct training:
 1. Faculty could be served through additional professional development opportunities that are funded and supported by the college and the district. In an effort to continue to sustain the college's impact in the area of DEIAB, faculty, staff, administrators and students must be provided professional development opportunities both on and off campus. These opportunities include but are not limited professional development at USC's Race and Equity through the Center for Urban Education, National Conference on Race and Ethnicity, National Association of Diversity Officers in Higher Education, etc.
 2. The Cultural Humility workshop is co-facilitated by Classified members at the EAC meetings and retreats for all EAC members including faculty. These workshops and others will be
2. No data available

Provide details on the ways in which students are served. If applicable.

1. Report the number of students served over the full academic year (summer, fall, winter, spring).
2. How does this rate compare to rates in prior years?
3. What trends is your department seeing in regard to ways in which it is serving students?
4. Provide details on the ways in which your department provides services to students.

1. Through the Equity Action Council we have 2-3 student representatives, from DASG, ICC, office student interns (Equity Scholar Activist Interns, and other students at large). Through cultural events and Heritage month programming, approximately 275 students in 2022-2023.

The Cultural Humility workshop is co-facilitated by Classified members at the EAC meetings and retreats for all EAC members including students.

2. No data is available.

3. Since the return from the pandemic and a greater number of students on campus, there have been more students participating in the events and activities.

4. The number of events are trending towards pre-pandemic standards where the program coordinator has been able to produce: Diwali Festival of Lights, Latino Week, Day of the Dead altars, Black History Month, Women's History Month, Raza Heritage Month, Native American Heritage Month. Eid, Asian American Pacific Islander Month, Filipinx American Heritage Month and the Annual Sandra Diaz Nursing Profession Career Panel and Artist in Residence activities (Meet the Author, Multimedia Art Exhibit, Spoken Word Performance, opening and closing receptions).

Provide details on the ways in which staff are served. If applicable.

1. Report the number of staff served over the full academic year (summer, fall, winter, spring).
2. How does this rate compare to rates in prior years?
3. What trends is your department seeing in regard to ways in which it is serving staff?
4. Provide details on the ways in which your department provides services to staff.

1. Through the Equity Action Council, there are 3 staff members, one of which is a tri-chair.

The Cultural Humility workshop is co facilitated by Classified members at the EAC meetings and retreats for all EAC members including classified colleagues.

2. No data is available.

3. Classified members were part of planning committees that served our campus community Diwali Festival of Lights, Latino Week, Day of the Dead altars, Black History Month, Women's History Month, Raza Heritage Month, Native American Heritage Month. Eid, Asian American Pacific Islander Month, Filipinx American Heritage Month and the Annual Sandra Diaz Nursing Profession Career Panel and Artist in residence activities (Meet the Author, Multimedia Art Exhibit, Spoken Word Performance, opening and closing receptions).

Employee Needs

1. What are staffing needs of your department to ensure the program's health, growth and vitality?
2. What strategies does your program have in place to ensure faculty, staff and students are being supported when faced with the current staffing ratios?
2. How do these strategies align with your program's mission and goals?

1. Needs:

1. The Office needs a faculty coordinator that understands and transforms the inequities faced by our disproportionately impacted students who identify according to the following markers: African American, Disabled, Foster Youth, Latinx, LGBTQQI+, Pacific Islander, Veteran, and Native American students. Additional personnel is to balance the workload of event production and equity practitioner activities; such as culturally relevant teaching strategies, data coaching, syllabi revisions, healing circles, communities of practice, and curriculum review.

2. Strategies:

1. Planning committees are formed to address the workload for campus wide events and initiatives in order to mitigate the workload to produce the multitude of events and activities produced through the office.
2. Campus partnerships are leveraged, including the professional development office.
3. Student assistants are utilized where available.
4. The Program Coordinator is a pivotal position that utilizes, facilitates and supports planning committees to produce equity events along with multicultural events and activities for the campus.
5. Self Care Practices are supported as advancing equity on campus requires emotional labor and staff need to be allowed to practice self-care within the scope of their work and their job schedule.

Exploring Course Success Rate Trends

1. Describe how your department directly or indirectly influences student success.
2. What strategies does your department have in place to increase or maintain current success rates?
3. What strategies might be helpful in closing any gaps in successful course completion by ethnicity, if applicable?
4. How do student success outcomes align with your program's mission and goals, if applicable?

The initiatives and programming from the Office of Equity assist in the creation of a sense of belonging for students on campus, ensuring that their voices are heard, their lived

experiences are honored and their culture is celebrated. Students who see themselves in the work produced by the college as evidenced in the manifestation of the college's vision, mission and values are more likely to develop a healthy self-efficacy and a belief in themselves to accomplish their educational and life goals.

E. Assessment Cycle

Administrative Unit Outcomes (AUO) Assessment Cycle

1. Summarize the dialogue that has resulted from AUO assessments.
2. What specific strategies has your department implemented, or plan to implement, based on the results of the AUO assessments conducted?
3. How do these strategies align with the program's mission and goals.

There are currently no records found that supports the dialog resulting from AUO assessments. As such, given the very recent changes in organizational structure and personnel changes, there is an opportunity for the department to have dialog around the composition of AUO's and how to assess and respond to results. The AUO's will be in alignment with the student equity plan, the college and department's mission and goals.

Dean/Manager Comments

The Office of Equity has undergone significant changes throughout the previous few years and it is anticipated that with new leadership and clarified duties and responsibilities resulting in balanced workloads will provide the department and its division with some much needed stability. With a fresh start in the office, the focus will be on navigating the Equity Plan Re-imagined and the role of the department in the planning and implementation of provisions that address diversity, equity, inclusion, accessibility and belonging for De Anza students, faculty, staff and administrators. Understanding the realized impact on DI groups, of practices across the campus, and how to best support those efforts as well as tackling opportunities to revise, revamp and re-structure in the best interest of the students.

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This form is completed and ready for acceptance.