

De Anza College
Student Equity Executive Summary
2017-2019 Integrated Plan

For the 2017-19 Integrated Plan, we will continue to pursue the same goals as established in the 2015-16 Student Equity Plan for continuity, sustainability, and longitudinal progress. The overarching goal of our Student Equity Plan is to increase success rates among the student groups identified in our college research as experiencing a disproportionate impact. Listed below are our student equity goals and expected outcomes to be achieved by 2020.

Access-Enrollment. While our outreach events have been inclusive and broadly target prospective students based on race/ethnicity and gender, our campus-based research indicates we need to shift some of our outreach messaging and content to better inform and attract special student groups, particularly disabled students, to De Anza. Our goal is to reduce their gap (currently -5.1) to -2.5 by 2020.

Course Completion. We want to reduce the course completion gaps of disproportionately impacted student groups by one to two percentage points by 2020.

- African American: reduce gap from -14.7 to -12.7, or an additional 43 completions
- Foster Youth: reduce gap from -14.1 to -12.1, or an additional 7 completions
- Latina/o: reduce gap from -9.3 to -8.3, or an additional 157 completions
- Low-Income: reduce gap from -7.3 to -6.3, or an additional 91 completions

Two-Term Academic Probation. We want to reduce the two-term academic probation gaps of disproportionately impacted student groups by one to two percentage points by 2020.

- African American: reduce gap from -8.6 to -6.6, or 21 fewer students
- Foster Youth: reduce gap from -6.8 to -4.8, or 3 fewer students
- Latina/o: reduce gap from -6.6 to -5.6, or 60 fewer students
- Low-Income: reduce gap from -2.9 to -1.9, or 44 fewer students

ESL Completion. We want more African American, Latina/o, and 25 to 34-year old students to complete ESL. By 2020, we want to achieve five additional completions to close the achievement gap for African American students; seven additional completions so as to reduce the gap from -22.3 to -11.2 for Latina/o students; and 10 additional completions to lower the gap from -15.1 to -10.1 for students age 25 to 34.

Basic Skills English Completion. We want to achieve additional completions, denoted in parenthesis, from the following student groups by 2020: Latina/o (13), age 25 to 34 (9), low-income (8), foster youth (8), African American (7) and disabled (7).

Basic Skills Math Completion. We want to achieve additional completions, denoted in parenthesis, from the following student groups by 2020: Latina/o (18), age 25 to 34 (9), African American (7) and foster youth (8).

Degree Completion. We expect to reduce our degree completion gaps by 33%, or 18 additional completions, for male students and by 100% (no gap) for disabled students and students age 25 to 34 (9 and 3 additional completions, respectively).

Certificate Completion. Our research did not uncover any target populations that are disproportionately impacted. Nonetheless, our goal is to stay the course, and continue our efforts to help students earn certificates.

Transfer. We expect to reduce our transfer completion gaps by 33% for 18 to 34-year olds, Latina/o, Filipino, low income and disabled students (39, 38, 9, 35, and 11 additional transfers, respectively), and by 100% (no gap) for African American, foster youth and veterans (7, 8, and 4 additional transfers, respectively).

Progress towards the above goals has been noted within the 2017-19 Integrated Plan document. We will continue to review institutional data on an annual basis and evaluate efficacy of activities and program areas listed below in our work to close the achievement gap for students who are identified as disproportionately impacted.

- Outreach and Communication
- Men of Color Initiative
- Expand Learning Communities/Curricular Pathways
- Student Services Dedicated to Foster Youth, Disabled, and Veteran Students
- Ongoing Learning and Professional Development
- Human Resources

The majority of the funding for 2014-15, 2015-16, and 2016-17 was expended via the activities, programs, and personnel identified in the Student Equity Plan. A significant portion of the Student Equity funds allocated to De Anza College are dedicated to personnel and remaining funds are distributed through a proposal process for those programs serving disproportionately impacted students.

For more information about the De Anza College Student Equity Plan, please contact:

Lorrie Ranck
Associate Vice President, Instruction
De Anza College
Rancklorrie@deanza.edu
408.864.8510