

De Anza College

Year of Reflection

Guiding Questions for Shared Governance Groups

General Definitions

- Student Success: [Six key factors of student success](#) are defined by the College as directed, focused, nurtured, engaged, connected, and valued.
- Student Equity: “The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.” [CCCCO Diversity, Equity, and Inclusion Glossary of Terms](#)
- Being Equity-minded: “Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.” [CCCCO Diversity, Equity, and Inclusion Glossary of Terms](#)

Overarching Questions

(1) What data (qualitative and/or quantitative) might help a college build urgency around your college’s equity challenge? For which audience might those data be most helpful? How will you articulate the “why”?

(2) What evidence helps to identify the “root cause” of the equity challenge you’ve observed? Have we spent enough time identifying the “root” cause? Are we taking the time to understand why we have inequities? Do we understand the complexities of the environments (racism and structural racism, white supremacy, demographic change, economic growth, labor market data and projections and the moral imperative to eliminate social and economic disparities, correlations between higher education attainment and movement out of poverty, earnings premiums, access to housing, access to healthcare and mental health resources) students come from?

(3) Are we willing to examine racial equity across campus so we can examine our racialized practices so we can eliminate them?

(4) How are we creating an equitable educational environment and college culture? How do we know we are making progress for our students? How can we be true to the values and lift them up as institutional priorities?

(5) Are we being student ready? Ask the question “why?” What are the reasons we are having these inequities? Do not look at it from a deficit from students but actually looking at if from us? Are we creating an environment that is helping our students be successful and if not then why is it not happening?

- Are we not providing the services?
- Are we not thinking more intentionally about our interventions?

- Are we not thinking more intentionally about the academic and social support for students?

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/resources" and "quality of preparation" for students AND that students from underserved communities attend those under-resourced schools.
 - **Reflection:** what do we do in those situations? How do we empower the institution to address these inequities?
- Dynamics of engagement (bias, stereotype threat (macroaggressions and microaggressions), imposter syndrome, racial battle fatigue) 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? What culturally responsive teaching strategies do I use? What culturally responsive counseling/helping strategies do I utilize?
- 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 individuals 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 \(deanza.edu\)](https://deanza.edu/student-success-dashboards)
 - **Reflection:** what are the gaps for your department?
- Find your individual success rates: [How to use the Inquiry Tool \(deanza.edu\)](https://deanza.edu/how-to-use-the-inquiry-tool)
 - **Reflection:** Those faculty with equity gaps lower than the department's average could be a model. Ask what are they doing to close that success gap?

- 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, including services to meet students' basic needs, 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:** Name 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?
 - on how does the area address collective responsibility to create a sense of belonging and inclusive climate?
 - 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?
 - How are programs intentional in their services to underserved students?
 - What office policies or structures facilitate access and what students have benefited? (drop-in times, scheduled appointments, chat box, workshops, tutorial support)
 - What outreach efforts/practices are currently being used and who has benefited? In other words, how successful are they in reaching underserved students?
 - What is your program relationship with instructional departments and what collaborations have you found successful?

5. Campus Leadership

- As campus leaders, we acknowledge that our school systems have been complicit in and have perpetuated inequities and systemic racism and have a responsibility to offer recommendations (Policy or other) to help educators address racism and deliberately employ equity minded and antiracist practices as they work to dismantle those systems that create barriers and perpetuate race-based inequities for students of color. As Administrators, discuss the following.
 - Reflection:
 - What are some systemic and organizational barriers that shape the experiences of students of color?
 - What is the pre-school to prison pipeline?
 - In what ways do policies and practices intentional or unintentionally produce inequitable outcomes for students of color?
 - How do campus leaders contribute to unproven popular discourse regarding students of color?
 - How has the institution supported racist impacts and outcomes, however unintentional? How have the structures completely ignored certain needs and voices? How have our structures and processes been unwelcoming to the experiences and perspectives of our historically marginalized (marginalized by the dominant culture) communities?
 - What culturally responsive leadership practices have been fostered and shared with the management and supervisory teams?

Reference documents:

[Vision, Mission and Values \(deanza.edu\)](https://deanza.edu/vision-mission-values)

[Educational Master Plan, 2015-2020 \(deanza.edu\)](https://deanza.edu/educational-master-plan-2015-2020)

[Educational Master Plan Update, 2018-2019 \(deanza.edu\)](https://deanza.edu/educational-master-plan-update-2018-2019)

[2019-2022 Equity Plan](https://deanza.edu/2019-2022-equity-plan)

[CCCCO Diversity, Equity, and Inclusion Glossary of Terms](https://deanza.edu/cocco-diversity-equity-inclusion-glossary-terms)

* Outside stressors Maslow's hierarchy of needs comprises of a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. From the bottom of the hierarchy upwards, the needs are: physiological (food and clothing), safety (job security), love and belonging needs (friendship), esteem, and self-actualization. During this pandemic, we need to add technological resources (reliable computer and camera, stable internet, safe space to study).