

I. FACTORS TO CONSIDER WHEN EXPLORING STUDENT SUCCESS AND EQUITY GAPS

A. 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:

- o 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.

We continue to look for what we can do in the classroom, or in our program more broadly, that can shrink our equity gaps, and we share best practices in this regard with each other every time we meet. We develop action plans based on those discussions, implement those plans, observe the results if any, and repeat, in a process of continuous improvement.

Reflection: What do we do in the

cannot even get a sense of where they are. I also need to ask what their specific needs are and be prepared to respond accordingly. As an institution, we need students to see De Anza as a welcoming place. Is there a survey or data that

empower the institution to address these inequities?

Develop a culture of care. A cultural belief that all students can be successful. That it is the college's responsibility to meet student needs. Take responsibility for the success of EVERY student.

When possible, build a repository of references for review or practice on skills that are assumed to come with previous work.

In STEM areas students from under-resourced schools often are overwhelmed by the amount of math is required for the major of their desire.

enter the legal industry. Yet for some students, what is needed is somewhat outside of the scope of the preparation the program provides. It would be helpful to have College resources that would assist with personal

Breaking down pre-conceived notions that students have in the classroom (I spend time in the first week trying to disprove that students are "bad at science").

We need to push for additional resources to support students like this: smaller class size, classroom support, increased professional tutoring and assistance, etc

Financial aid is based on equality, we need to learn how to do our work using the equity mindset within our regulations. Our office is generally successful with this.

As faculty supporting our student athletes by attending athletics events, ask them how the team is, what challenges they face. Encouraging students to get involved in

What does the research say? What are other colleges doing - we can pick up best practices from other institutions, and report them out.

situations when we have time to build a relationship with the student, having 30 min appointment times in general doesn't allow for time to build that rapport. Those of us in programs do get time to build the relationships but not

I. B. Dynamics of engagement (bias, stereotype threat (macroaggressions and microaggressions), imposter syndrome, racial battle fatigue) that happen in the classroom:

o 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?

Group project/assignment early in quarter

Find different ways to communicate: Discussion boards, Discord Servers, Breakout rooms.

A Brief Social-Belonging Intervention Improves Academic and Health Outcomes Among Minority Students
Gregory M. Walton, Geoffrey L. Cohen
Stanford University
https://uploads-ssl.webflow.com/59faaf5b01b9500001e95457/5bc54da5a8a9d8dbc0ce23fb_Walton%20%26%20Cohen%2C%202011.pdf

the financial aid office to do things differently. We are doing more zoom opportunities - open office hours and workshops. These are successful, as we are meeting students where they are, and they are engaging

squads based on their availability. They have assignments where they check in with their squad every other week. Some of the assignment involve building interpersonal relationships with each other. The students also get to

compliment topics discussed in class. We talk about systemic inequities and how our position in society can play into the inequities. We also talk about how we as individuals can help change outcomes, so that we feel

If there is to be a big presentation project in the class, a small one early in the quarter seems to be very beneficial.

doing in Non-COVID times was buy the class pizza during review sessions. Sometimes a good way to engage them is find less-formal settings to do it in (I know of at least one teacher who plays Among Us with their

Students are at home when taking quizzes and exams, so why not let them work together? It helps build community and work as a team. Plus, it basically eliminates cheating.

I have opened an ASE (Automotive student Excellence) certification study group once a week for students to come in if they are free to prepare for the actual tests.

Have a student TA in your class. Have them give their viewpoint of what the class was like: what pitfalls they might encounter and how can they navigate the difficulties.

NPR just had an article on just asking how to pronounce a student's name leads to a greater sense of belonging.

I. C. Outside stressors* on the student that affect their ability to stay focused in the class and the ability to finish the class:

o 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?

**be flexible
with due
dates**

Carry out regular surveys to identify stressors at different points in the quarter, then address them during class or refer students to specific programs for help.

How do we make more time for faculty to attend more events? More involved.

The financial aid applications can be very stressful. We can be more helpful to students when they have problems with their applications and required documents. We are the experts, they only do this once a year.

I've experienced a recent uptick in student needs around technical problems (outdated laptops, internet connectivity, etc.). Continuing student resources are needed so that this is not an impediment to student learning.

II. INSTRUCTIONAL AREAS: EXPLORING STUDENT SUCCESS AND EQUITY GAPS

A. Find your departments success and equity gaps: Student Success Dashboards (deanza.edu)

Reflection: What are the gaps for your department?

Chemistry:
18% overall
courses range from -11% to 24% gaps
Nationally gaps are 20-30% in Chem

II. B. Find your individual success rates: How to use the Inquiry Tool (deanza.edu)

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?

II. C. As a department or as an individual, discuss factors that could lead to increased success.

Reflection: Consider the following~

- 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?

II. D. As a department or as an individual, what are other ways to define success other than passing grades?

Reflection: Consider ~

- What would be a way to define success other than grades?
- How will you measure those factors?
- How can equity gaps be narrowed using this new definition of success?

Students left class with a sense of pride in accomplishing their personal goals for the class. Some want to keep in touch!

This is a great question to be addressed at the institutional level. How can we define some non-grade parameters of success, allow for a path for students to achieve them, then convert them into grades?

To a large extent, students take our classes for transfer. If we define success in "non-grade" ways, how will CSU, UC, react/respond to that? In other words, how do any new ideas (dreamed up by us) mesh (or not mesh) with articulation?

Creating learning outcomes based on if students developed a sense of community in the class, or saw themselves reflected in the curriculum, or felt empowered or enlightened by the course.

Letting students define their idea of success at the beginning of the course, and then see how they do. Some things may be hard to evaluate, but still worth exploring.

especially about deadlines for submitting work. One possible consequence of flexibility could be that some students turn in most of their work near the end of the quarter. How do "highly flexible" instructors handle grading everything at

