**De Anza College**

**Year of Reflection**

**Guiding Questions for Shared Governance Groups**

**General Definitions**

* Student Success
* Student Equity
* Being Equity-minded
* 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.

**Overarching Questions**

(1) What data 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?

(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, healthcare and mental health)

**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 [include zip codes] 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 (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?
* 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:** Those faculty with success rates lower than the department’s average could be a model. What ask 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?

**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 unequitable 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?

**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)