

## **Equity and Engagement Division Dean's Summary – February 2020**

The Equity and Engagement Division houses several campus-wide instructional support programs and services. The division is comprised of the **Office of Equity, Social Justice, Multicultural Education**; Jean Miller Resource Room for Women, Gender and Sexuality\*; several **Learning Communities**: First Year Experience (FYE), Honors, Learning in Communities (LinC), IMPACT AAPI\*, Puente Project, African American/Ancestry Student Programs-Umoja, Vasconcellos Institute for Democracy in Action (VIDA), Higher Education for AB540 Students (HEFAS)\*, Latinx Empowerment at De Anza (LEAD)\*and the operation of several learning centers: **Student Success & Retention Services Center** (SSRS); and the **Student Success Center** (Academic Skills Center, General Subject Tutoring, Listening & Speaking Lab, Math, Science & Technology, and Writing and Reading).

Our mission centers on equity and engagement across the campus through facilitated instructional programs and integrating student services along with community engagement opportunities. This focus allows for greater collaboration across the programs to provide intentional program development and greater coordination of resources. Last year's collaborations included several new initiatives such as the inclusion of gender pronouns in our Peer Equity Training for student employees, hosting High-Impact Practice Speakers, implementation of the first UndocuWelcome Student Orientation, Safe(r) Spaces training for student and staff, and the piloting of embedded tutors in AB 705 English courses. The VIDA office received a grant from the Asian Law Alliance to promote voter education and civic engagement this past year and was extended for another year. In addition, they received a \$60,000 grant to engage in Census Education to provide intern training for 7 community colleges throughout the county. The Office of Equity hosted Student Equity Partners meetings to support, promote and collaborate efforts working with DI groups and closing the student equity gaps. Three areas where we were able to expand our work included the Equity Peer Training involving Men of Color and Math Performance for Success (MPS) student employees as well as the expansion of Summer Bridge to include Men of Color and IMPACT AAPI cohorts. Our third area of expansion involved piloting a hip-hop pedagogy cohort. This cohort experienced an 85% success rate over two quarters and involved collaboration with Rock the School Bells Education Summit. Based on this success, this fall we offered it as a learning community called FLOW: Hip Hop Pedagogy as a two quarter cohort with counseling support leading to completion of two transferable English courses during the first year of college.

As we streamline student support within our learning communities, we've begun to see positive results. Hiring a counselor dedicated to the IMPACT AAPI cohort yield high success rates this past year and helped to support the CREM cohort with similar success rates. As a result, this year we hired a full-time counselor to continue this work and to expand to support other cohorts. Several of our learning communities piloted AB705 English courses and received mixed outcomes. In some occasions, success rates dropped but not below the overall campus success rates but nevertheless this provided the faculty

an opportunity to re-examine and restructure curriculum and enhance instructional support for fall 2019. The learning communities faculty coordinators will be meeting once again this year in April to discuss and share best practices, coordinate course sequence, faculty scheduling, curriculum and integration of student support to ensure student success for the upcoming year. With the new LEAD program and FLOW cohort, we will be expanding instructional and academic support to more students to actively, retain, engage and increase student enrollment and success.

This past year as we responded to campus-wide staff reductions and the decline of student enrollment we faced some challenges. While our area managed to grow strong student engagement, retention and success in cohorts, we lost a critical classified position due to retirement for student support and retention. With the piloting of AB 705 courses and embedded tutors along with this past summer's work on supplemental instruction, it illuminated the need for a staff position for coordination, training and supervision of embedded tutors and support to grow the work for supplemental instruction not only in English and Math courses but general education courses as well. Another area in dire need of support and managing is our Student Success and Retention Services Center that currently houses 4 full-time counselors/coordinators supporting 7 learning communities, our Division Administrative Assistant and 16-18 peer mentors and tutors, computer lab and study area, and the satellite food pantry. We have outgrown the physical space. The Center was staffed with a Faculty Director funded with Student Equity Funds and since its vacancy in fall 2017 it has not been filled. The Dean has continued to serve as the director in addition to her Dean responsibilities and duties. In order to grow and sustain these programs, a program manager is needed to collaborate with faculty and support staff to ensure student success, efficient operations of the center, quality instructional support and provide a safe learning environment.

The learning communities continue to have strong enrollment, course success and retention rates for our disproportionately impacted students (DIS). Overall, the student success rates for LinC, Honors, VIDA, Puente, FYE and FLOW ranged from 79% to 95%. The success rates for African Americans continues to fluctuate and has caused us to re-examine how best to serve this community in a more intentional, strategic and comprehensive approach. This year we've expanded the role of the former Umoja Counselor/Coordinator to encompass African American/Ancestry Student Programs serving as an umbrella to many of our learning communities and collaborating with existing services (Men of Color, FYE, REACH, STEM, College Promise and EOPS) to ensure a wider net of support for our students. This past fall in collaboration with the Black Faculty and Staff Association, the Equity Office co-sponsored a Welcome Mixer for all new African American/Ancestry students to meet the staff, faculty and administrators and to learn more about support programs for them. Eighty new students were in attendance and it is our hope to grow and build community for their success through these types of collaborations. In order to continue to build retention, completion and graduation/transfer rates for our African American students, the college will need to commit to a full-time, tenure track Counselor/Coordinator position dedicated to serving this community. The current position is not full-time nor tenure track and funded through Student Equity funds.

In order for the college to continue to meet its mission, strategic planning and equity initiatives, our programs will need continued support to grow and to maintain the high success rates already in place. The majority of our funding comes from BSI, Student Equity Initiative, SSSP, DASB and community grants. Several programs are staffed with faculty directors/coordinators (part-time or full-time) and supported with additional pay, community grants and limited “B” budgets. Two of our offices are operating minimally without Faculty Directors that once existed. This funding provided the Office of Equity, LinC, SSRS, Honors, VIDA and Student Success Centers to increase staff capacity and program development during 2018-2019. The Office of Equity continues to provide vital program development support, consultation and evidence based practice trainings, workshops and community conversations to faculty and staff to support the college’s equity and strategic planning work.

As we align programs, integrate and consolidate services within the division to respond more effectively to upcoming changes, highlighted below are some of the most critical needs:

### **Summary of Division Funding Requests:**

The Office of Equity, Social Justice and Multicultural Education

- **A full-time Faculty Director (replacement position)**
- **A full-time Faculty Director or Counselor/Coordinator for the Jean Miller Resource Room for Women, Gender and Sexuality** (growth position) to support new learning community.
- Additional \$5,000 to support Equity projects within divisions across campus

First Year Experience

- Instructional materials for students – Core readers and day planners
- Larger facility for program participants (Puente, Umoja, IMPACT, FLOW Hip Hop Pedagogy)
- 20 new lap computers
- 60 iPad compatible keyboards, track pads and smart pens
- Continued funding for Peer Mentors, Embedded Tutoring and Additional pay for the FYE faculty teams for planning & coordination
- **SSRS Director - (replacement) vacant position since Fall 2017**

Honors:

- Reassigned time Coordinator (.333 - 0.5) Current position is additional pay.
- Student intern for 20 hours a week to help with coordination and office support.

Learning in Communities (LinC):

- **Tenure-track position for IMPACT AAPI/ LinC Counselor** to serve DIS populations in learning communities with a pathway focus.

Puente Project:

- FTEF Counselor for second cohort (or dedicate 100% of the current counselor's time solely to Puente program).
- Minimum of .5 FTEF (teaching & released time) for an English instructor to teach and help coordinate the second cohort.
- Staff position for a mentor coordinator that would also include FYE & Umoja programs

Student Success Centers:

- **Supplemental Instruction Coordinator** to grow and coordinate supplemental instruction based on AB 705 student needs and enhanced support in other college level courses across the disciplines.
- Increase budget to cover student salary increases and reduce one-time funds from DASB and BSI to prevent further cuts in tutoring services (see program review).

Student Success and Retention Services Center (SSRS):

- **Manager (Director level)** to provide direction, coordination and oversight of the SSRS Center, cohort programs and lead initiatives to increase student success efforts related to Student Equity plan, Guided Pathways and the new funding formula.
- Staff Program Coordinator II position – See program review.
- **Critical need for larger space** – Computer lab, tutoring and studying and staff offices. We've expanded program participants and services to include FLOW Hip Hop Pedagogy and IMPACT AAPI cohorts. The use of the center has exceeded the room capacity during peak hours and poses a critical fire and safety issue.

UMOJA/African American/Ancestry Student Programs:

- **Tenure track, full time dedicated Coordinator/Counselor** to coordinate culturally responsive teaching and learning services across the campus to meet equity and student success goals.
- Release time for English instructor assigned to the program to provide culturally responsive teaching and learning.

VIDA

- VIDA programming space is requested. The need for a large training & meeting room for division programs and intern needs.
- Permanent funding for the VIDA Program Coordinator position (funded through 2023).