2020-21 Year of Reflection

Guiding Questions

**Upload completed Word document to** <https://foothilldeanza-my.sharepoint.com/:f:/g/personal/11248921_fhda_edu/EikvJdoEnEFGjUJoa3nWn_ABbmps9uH4nqgMEHOuhCREiQ?e=Ct4EaB>

**General Definitions**

* Student Success: [Six key factors of student success](https://www.deanza.edu/about-us/mission-and-values.html) 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](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf?la=en&hash=21FCA99EAE353E6F481025115DC98272EAA36BA9)
* 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 (l) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented. ” [CCCCO Diversity, Equity, and Inclusion Glossary of Terms](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf?la=en&hash=21FCA99EAE353E6F481025115DC98272EAA36BA9)

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| Division: |  | |
| Department: |  | |
| **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:   * + 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? | | *Your department’s/area’s response* |
|  | | |
| B. 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? | | *Your department’s/area’s response* |
|  | | |
| C. 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? | | *Your department’s/area’s response* |
|  | | |
| **II. INSTRUCTIONAL AREAS: EXPLORING STUDENT SUCCESS AND EQUITY GAPS** | | |
| A. 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? | | *Your department’s/area’s response* |
| B. 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 equity gaps lower than the department’s average could be a model. Ask what are they doing to close that success gap? | | *What ideas did you collect from others?* |
| 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? | | *Your department’s/area’s response* |
| 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? | | *Your department’s/area’s response* |

**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)

[CCCCO Diversity, Equity, and Inclusion Glossary of Terms](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf?la=en&hash=21FCA99EAE353E6F481025115DC98272EAA36BA9)

\* 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).