

## **2019-2022 Diablo Valley College Student Equity Plan Appendix A: Executive Summary**

### **Student Equity Plan Governance Process and Integrated Planning**

DVC convened an Equity Plan writing team in January 2019, building off of the work of the Integrated Plan Leadership Team which included a joint group of SSSP, Student Equity, and BSI. The team was expanded to include the office of Institutional Effectiveness and Accreditation, California Adult Education Program (CAEP), Strong Workforce Program (SWP), Extended Opportunity Programs and Services (EOPS), CalWORKs, and Foster Youth. The 2017-2019 Integrated Plan provided a structure for integration and shared activities and supported the DVC Educational Master Plan. The 2019-2022 Student Equity Plan provides a next step in integration and alignment with the DVC Educational Master Plan and the State Chancellor's 2022 California Community College's Vision for Success.

The Equity Plan planning process was grounded in existing data, previous plans, additional statewide data, and data collected at the college. The plan was shared with the Academic Senate; Associated Students of DVC (ASDVC); Classified Senate; College Council; Counseling Department; Developmental Education Committee (which has responsibility for the Basic Skills Initiative, or BSI); English Department; Guided Pathways Steering Team; Math Department; Research, Planning, and Evaluation Committee (RPEC); San Ramon Campus; Student Equity Committee; Student Success and Support Program (3SP); and the Workforce Development Committee (which includes responsibility for SWP).

The SSSP, BSI, and Student Equity Committees, with additional members from CAEP and SWP, have continued to serve as Advisory Committees for the implementation of the Integrated Plan since 2017 and now for the development of the 2019-22 Equity Plan. This group has evolved into the college's Student Equity and Achievement Program (SEAP) group.

Members of the Equity Plan Writing Team are:

- Mark Akiyama, Faculty and Student Equity
- Beth Arman, Sr. Dean of Career and Community Partnership
- Rosa Armendáriz, Dean of Student Engagement and Equity and BSI
- Kim Christiana, Manager and 3SP
- Bruce Clemetsen, Interim Vice President, Student Services
- Beth Hauscarriague, Dean of Counseling and Enrollment Services and SSSP
- Katrina Keating, Faculty and BSI
- Lindsay Kong, Program Manager, EOPS/CARE, CalWORKs, and Foster Youth
- Becky Opsata, Dean of Institutional Effectiveness and Accreditation
- Emily Stone, Dean of Student Support Services and CAEP
- Ian Thomas-Bignami, Faculty and BSI
- Kenyetta Tribble, Interim Sr. Dean, San Ramon Campus, BSI and SSSP

The 2019-22 DVC Student Equity Plan (SEP) encapsulates our college's shared view that student equity is a central priority. Our college's recent experiences with racialized hate crimes and the subsequent demands from students of color created a "tipping point" for our college community and subsequently a re-organization of how we will approach Student Equity work in the future. A central component of our new institutional equity mindset is to place the March 13, 2019 students of color demands at the core of the 2019-2022 SEP. These demands include:

- Mandatory anti-racist training and workshops for faculty and staff
- More transparency:
  - Announcements in classes
  - Quicker dissemination of information
  - Full disclosure of the incident
  - Follow-up on investigations
- More resources and safe spaces for students of color
- Complete and robust ethnic studies department
- More faculty and staff of color
- More hiring of and support for faculty and staff of color

The DVC student paper covered the movement:

<https://www.dvcinquirer.com/news/2019/03/14/students-of-color-stand-up-against-racist-fueled-hate/#modal-photo2887372>.

Aligned with our recent [Educational Master Plan](#), the 2019-2022 SEP operationalizes these student demands into actionable items that align with our college's vision to create *equitable cultural and structural conditions for equitable student success* by focusing on strategies to:

- Develop dynamic engagement and collaboration with students, educators, and community
- Support a culture of learning and continuous improvement
- Create culturally responsive curriculum
- Support targeted, comprehensive, and integrated students support services
- Design and implementing robust and equity-minded professional development
- Design facilities/spaces that support engagement and learning

### **2019-2022 Student Equity Plan Goals**

Based on the new SEP Success metrics (*i.e., Access, Fall to Spring Retention, Transfer, Completion of Transfer English/Math, and Degrees and Certificate Completion*), the following goals were set as college priorities for the 2019-2022 SEP:

**ACCESS**

- Goal 1A: Increase the number of students who enroll after application.
- Goal 1B: Increase the number of students who apply for financial aid (completing the steps of the First Time, Full Time, Free Tuition program FT3) and declare intent to earn a degree, certificate, or to transfer.

**FALL TO SPRING RETENTION**

- Goal 2: Increase the number of students who are retained from fall to spring.

**TRANSFER**

- Goal 3: Increase the number of students who transfer to four-year institutions.

**COMPLETION OF TRANSFER LEVEL MATH AND ENGLISH**

- Goal 4A: Increase the percentage of students who successfully complete a transfer-level math class within their first academic year.
- Goal 4B: Increase the percentage of students who successfully complete a transfer-level English class within their first academic year.

**DEGREES, and CERTIFICATES COMPLETION**

- Goal 5: Improve success rates in degree attainment, certificate attainment, and transfer.

**ORGANIZATIONAL LEARNING**

- 6A: Provide professional development support and activities in areas such as culturally relevant and responsive pedagogy, critical empathy, anti-racism, micro-aggressions, and implicit bias training.
- 6B: Support the design, development, and carry-out of campus-based research and analysis of the research results.
- 6C: Provide innovation resources for the college community.

The operationalization of the SEP goals must be intentionally developed, planned, and implemented by our college community as the anchor of our Guided Pathways work. The SEP writing team recommends that the development of these strategies and activities intentionally include our students of color and social-justice-minded student support staff, classified staff, counselors, faculty, and administrators. The intentional integration of these marginalized voices in the development and implementation of our SEP's goals aligns with our EMP's value of *inclusive excellence*.

As the SEP writing team prepares to submit the plan to the district and the State Chancellor's Office, there continues to be confusion concerning the data provided for the 2019-22 SEP. Over the last two months, the Chancellor's Office has release of multiple "updates" to the SEP data set, each with changes to how the metrics are calculated and how equity groups are determined. DVC was provided the latest version of the data set on Friday, March 29, 2019

with the explicit caution by Greg Stoup (District Interim Vice Chancellor of Educational Services), that he was still not confident in the data being provided by the Chancellor's Office (<https://calmatters.org/articles/commentary/community-colleges-wracked-by-data-dispute/?eType=EmailBlastContent&eld=930b3b7b-ffee-453f-bae9-c13c3051a4b4>).

The 2019-2022 SEP growth projections (SEP Tables 1 and 2) have been set to align with DVC's goals for the Chancellor's Vision of Success (<https://foundationccc.org/Vision-for-Success>). The Vision for Success established five statewide goals with which colleges and districts must align. The state chancellor's office has explicitly defined numeric targets within the five goals. The baseline year for the goals is 2016/17 and the target year is 2021/22. The goals are:

- **GOAL #1:** Increase by 20 percent the number of CCC students annually who acquire associate's degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- **GOAL #2:** Increase by 35 percent the number of CCC student's system-wide transferring annually to a UC or CSU.
- **GOAL #3:** Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- **GOAL #4:** Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent.
- **GOAL #5:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.

### **Selection of the 2019-2022 Student Equity Groups**

The 2019-2022 targeted Student Equity Groups were identified by using a number of different analysis (e.g., Disproportionate Impact; Percentage Point Gap). Working collectively with the Research, Planning, and Evaluation Committee (RPEC), we intentionally decided to use the same equity groups for both the college's local Vision for Success goals and for the goals in this Equity Plan.

Question #2 (Table 2) of the SEP Template identifies the equity groups and targeted growth based on the our most recent SEP data:

Table 2

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population
<b><i>Access: Successful Enrollment</i></b>	Disabled = 42.2% Some other race = 37.8% White = 35.1% LGBT = 42.4% Veteran = 42.5% Source: 2017-18 SEP Data	<b>Goal = +1.0%</b> Disabled = 43.2% Some other race = 38.8% White = 36.1% LGBT = 43.4% Veteran = 43.5%
<b><i>Retention: Fall to Spring</i></b>	American Indian/Alaska Native = 53.4% Black/African American = 60.6% More than 1 race = 68% First Generation = 69.2% Foster Youth = 62.4% LGBT = 67.4% Source: 2017-18 SEP Data	<b>Goal = +1.0%</b> American Indian/Alaska Native = 54.4% Black/African American = 61.6% More than 1 race = 69% First Generation = 70.2% Foster Youth = 63.4% LGBT = 68.4%
<b><i>Transfer to a four-year institution</i></b>	American Indian/Alaska Native = 5.6% Some other race = 6.6% Foster Youth = 7.4% LGBT = 9.7% Source: 2016-17 SEP Data	<b>Goal = +9.0%</b> American Indian/Alaska Native = 14.6% Some other race = 15.5% Foster Youth = 16.4% LGBT = 18.7%
<b><i>Completion of transfer level math and English</i></b>	2017-18 American Indian/Alaska Native = 0.0% Black/African American = 4.2% More than 1 race = 7.8% Native Hawaiian /Pacific Islander = 0.0% White = 9.2% First Generation = 7.2% Foster Youth = 2.8% Source: 2017-18 SEP Data	<b>Goal = +1.8%</b> American Indian/Alaska Native = 0.0% Black/African American = 6% More than 1 race = 9.6% Native Hawaiian /Pacific Islander = 0.0% White = 11% First Generation = 9% Foster Youth = 4.6%
<b><i>Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree</i></b>	2017-18 Black/African = 3.3% American Foster Youth = 3.5% LGBT = 3.1% Source: 2017-18 SEP Data	<b>Goal = +5.5%</b> Black/African = 8.8% American Foster Youth = 9% LGBT = 8.6%

Given the context of unreliability around the SEP data, a collective decision was made that each college in the district should select their equity groups based on historical local trends of “inequity” highlighted from previous plans. This idea, along with the use of the Center for Urban Education’s (CUE) race conscious equity planning frame, our 2014-16 Student Equity Plan, and the 2017-19 Integrated Plan influenced the SEP writing team to determine that the 2019-2022 SEP will strategically focus on improving equity conditions and outcomes for the following racial groups:

1. Black/African Americans
2. Latin/a/o/x
3. More than One Race
4. Native American/Native Alaskans

Furthermore, we also are adopting Kimberle Crenshaw’s *intersectionality approach* ([https://www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality)) to these racialized identities. As such, our SEP will also look at the intersections between race and following equity groups:

1. Gender x Race
2. First Generation x Race
3. Economically Disadvantaged/Low Social Economic Status x Race
4. Pell Grant Recipients X Race
5. Foster Youth x Race

\*We have chosen not to set a goal for the access metric for the DI group in NOVA, since that metric has many variables beyond our control.

### **Assessment of Previous Equity Goals and Activities**

When looking at the overall impact of our previous equity work at DVC, our college has had mixed results. For Access, we have increased the number of Veterans (DVC does not provide equity focused interventions for the single category of whites and males since they are not considered a student equity group). Furthermore, we believe that the continued identification of whites-males is a *methodological confound* - that is, many more whites and white males filling-out a college application but choosing not to enroll officially at DVC).

For ESL, Basic Skills English, and math there is no updated data available on the Chancellor’s Score Card (<https://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=312>) or the new Student Success Metric (SSM) Dashboard. (<https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx>). With the

implementation of AB705 in Fall 2019, we are preparing to measure the impact and efficacy of our college’s redesign and support for transfer-level English and math.

For Course Completion we observed increase in success for Hawaiians/Pacific Islanders and African Americans. These are above the +2% goals set by the 2017-19 Integrated Plan. However, we also observed a decrease in successful course completion for Foster Youth. Lastly for Transfers (the SSM metric does not include degrees or certificates), there was an increase in the number of Black/African American students who transferred to the CSU but a decrease in the numbers of Black/African American students who transfer to UC or Private Colleges. Based on the SSM, we are unable to determine the increase/decrease of transfer rates for Native Americans (small sample size\*) or unknown gender (category not included).

\*Despite the SSM’s inability to calculate data for Native Americans, as part of the new equity driven approach outlined in this SEP, we will intentionally investigate and provide intentional support for our all our Native American students.

Table 3

Disproportionately Impacted Groups x Indicator	Goals	Assessment
<p><b>Access</b></p> <p>Whites Veterans Males</p>	<p>Increase access for all targeted groups by 2% annually</p>	<p>Based on SSM:</p> <ul style="list-style-type: none"> <li>• Overall <b>Whites</b> access dropped from 10,392 (2016-17) to 9,994 in (2017-18).</li> <li>• Overall <b>Males</b> access dropped from 11,883 (2016-17) to 11,239 in (2017-18).</li> <li>• <b>Veterans</b> access increased from 294 (2016-17) to 400 (2017-18).</li> </ul>
<p><b>ESL</b></p> <p>African Americans Males Hispanic or Latino</p>	<p>Increase ESL Completion for all targeted groups by 2% annually</p>	<p>Based on Score Card and SSM:</p> <ul style="list-style-type: none"> <li>• There have been no updates to the Chancellor’s Score Card for ESL data from the 2017-19 Integrated Plan</li> <li>• No updated ESL data is available on the SSM Dashboard</li> </ul>
<p><b>Basic Skills English</b></p> <p>African Americans Hawaiian/Pacific Islanders Current/Former Foster Youth</p>	<p>Increase Basic Skills English Completion for all targeted groups by 2% annually</p>	<p>Based on Score Card and SSM:</p> <ul style="list-style-type: none"> <li>• There have been no updates to the Chancellor’s Score Card on Basic Skills English data from the 2017-19 Integrated Plan</li> <li>• SSM- with the implementation of AB705 in Fall 2019, there is no data available for Basic Skills English</li> </ul>

<p><b>Basic Skills Math</b></p> <p>African Americans Undeclared Veterans</p>	<p>Increase Basic Skills Math Completion for all targeted groups by 2% annually</p>	<p>Based on SSM:</p> <ul style="list-style-type: none"> <li>• There have been no updates to the Chancellor’s Score Card on Basic Skills Math data from the 2017-19 Integrated Plan</li> <li>• SSM- with the implementation of AB705 in Fall 2019, there is no data available for Basic Skills Math</li> </ul>
<p><b>Course Completion</b></p> <p>Hawaiian/Islanders African Americans Foster Youth</p>	<p>Increase Course Completion for all targeted groups by 2% annually</p>	<p>Based on SSM:</p> <ul style="list-style-type: none"> <li>• <b>Hawaiian/Islanders</b> - success rate increase from 62% 306/374 (2016-17) to 72% 374/517 (2017-18)</li> <li>• <b>Blacks/African American</b> - success rate increase from 61% 3941/6448 (2016-17) to 64% 4188/6524 (2017-18)</li> <li>• <b>Foster Youth</b> - success rate decreased from 62.6% 1054/1684 (2016-17) to 60% 1079/1810 (2017-18)</li> </ul>
<p><b>Transfers, Degrees, Certificates</b></p> <p>African Americans American Indians Unknown gender</p>	<p>Increase Transfers, Degrees and Certificates for all targeted groups by 2% annually</p>	<p>Based on SSM (Transfer counts only):</p> <ul style="list-style-type: none"> <li>• <b>Black/African American</b></li> <li>• Increase CSU = 77 (2015-16) to 84 (2016-17)</li> <li>• Decrease UC = 19 (2015-16) to 12 (2016-17)</li> <li>• Decrease Private = 77 (2015-16) to 44 (2016-17)</li> <li>• <b>American Indian</b></li> <li>• SSM unable to calculate because small sample size</li> <li>• <b>Unknown Gender- No data available</b></li> </ul>

For future student equity planning and goal setting, Table 4 below displays the 2015-2018 data trends for the DI equity groups identified in this 2019-2022 SEP. These DI data should regularly be reviewed and updated by SEC and RPEC to measure the college’s progress at improving equitable outcomes for our most vulnerable student populations.

Below is a table based on populations that have 10 or more individuals based on SEA-identified disproportionately impacted groups.

Table 4

Metric	Demographic	Gender	2015-16	2016-17	2017-18	Trend
<b>Completed Both Transfer-Level Math and English Within the First Year</b>	More than one race	Male	6.4%	11.4%	7.0%	↑
	White	Female	5.8%	6.8%	8.9%	↑
<b>Retained from Fall to Spring at the Same College</b>	Black or African American	Male	64.4%	60.9%	61.6%	↓
	Black or African American	Female	62.0%	62.6%	59.5%	↓
	More than one race	Male	74.7	72.6%	68.2%	↓
	More than one race	Female	73.6%	72.0%	67.8%	↓
	Asian	Female	74.2%	71.0%	68.1%	↓
	Hispanic or Latino	Female	69.2%	70.2%	69.9%	↑
	LGBT	Female	64.9%	66.9%	66.3%	↑
	Foster Youth	Male	66.0%	74.7%	55.3%	↓
<b>Transferred to a Four-Year Institution</b> <small>(3-year trend is for 2014/15, 2015/16 and 2016/17. 2017/18 info not available.)</small>	Some other race	Male	4.7%	5.3%	5.3%	↑
	Some other race	Female	8.8%	7.1%	8.3%	↓
	Filipino	Male	12.6%	12.3%	9.8%	↓
	Foster Youth	Female	8.6%	10.3%	7.6%	↑
	LGBT	Female	17.2%	8.8%	8.5%	↓
	Veteran	Female	20.8%	14.1%	10.1%	↓
<b>Enrolled in the Same Community College</b>	White	Male	57.9%	41.1%	27.3%	↓
<b>Attained the Vision Goal Completion Definition</b>	Black or African American	Male	2.6%	2.6%	3.1%	↑
	Black or African American	Female	2.1%	3.8%	3.4%	↑
	More than one race	Male	3.6%	4.2%	4.0%	↑
	White	Male	3.8%	3.7%	3.7%	↓
	Foster Youth	Female	4.0%	3.3%	2.8%	↓
	LGBT	Male	1.6%	3.3%	3.2%	↑
	LGBT	Female	1.3%	1.6%	3.2%	↑

## Accounting of Funding for 2015-16, 2016-17, and 2017-18

### Equity Expenses by Fiscal Year

<i>Fiscal Year</i>	2016	2017	2018
	2015-16	2016-17	2017-18
<b>Major Object</b>			
Academic Salaries	\$ 405,729.49	\$ 575,110.98	\$ 630,618.92
Classified Salaries	\$ 159,338.14	\$ 410,438.60	\$ 452,418.18
Benefits	\$ 174,152.80	\$ 305,876.94	\$ 374,977.80
Supplies	\$ 19,473.89	\$ 36,678.92	\$ 85,334.86
Other Operating Expenses	\$ 142,516.06	\$ 374,946.24	\$ 293,216.59
Capital Outlay (equipment)	\$ -	\$ 67,170.34	\$ -
Contingencies	\$ -	\$ -	\$ 6,842.80
<b>TOTAL:</b>	<b>\$ 901,210.38</b>	<b>\$ 1,770,222.02</b>	<b>\$ 1,843,409.15</b>

## 2019-2022 Student Equity Plan Recommendations

DVC's 2019-2022 SEP was developed in the context of ongoing racial hate crimes targeted at our students of color. The incidents culminated with students of color demanding social justice and action taken by our college, not only for themselves but also staff and faculty of color. The March 13, 2019 Student Demands serve as the centering point for our SEP.

DVC's 2019-2022 SEP strategically defines six college-wide goals and actionable activities targeted to operationalize our students of color demands as well as align with the goals of our EMP and Guided Pathways work. The SEP Writing Team recommends that the operationalization of the student demands should take centrality in our development, planning, and implementation of the 2019-2022 SEP. These include:

- Anti-racist training for faculty, staff, students, and administrators district-wide.
  - The entire all-college day should be devoted to addressing racism and intersectionality in the classroom and college wide.
  - A student panel should be invited to address the assembled faculty, staff, and administration during the keynote time to share their experiences and perspectives.
- New faculty orientation (Nexus) must include a focus on racism and intersectional pedagogy.
- Development of an anti-racist equity and social justice professional development track.
- Begin the process of Union negotiation for mandatory anti-racism training for all faculty and staff.
- DVC must establish a transparent protocol for expediently and specifically disseminating information concerning racist attacks and threats to academic freedom. In addition, faculty, staff, and students should be informed of all outcomes of the investigations.
  - Faculty staff and students must have input into the development of this transparent protocol.
- A representative student lead task force should be formed to redesign the existing multi-cultural center to be more student centered and student friendly.
- Institutional support and funding to develop an ethnic studies curriculum.
- Research on how to create a more diverse applicant pool designed to increase the racial diversity of faculty, staff, and administration. Additionally, hiring committees should be racially diverse and receive training on hiring equity minded faculty, staff, and administration.
- A more welcoming and supportive environment for faculty and staff of color to facilitate emotional and professional fulfillment. This should be achieved through creating opportunities for leadership training and advancement within the college.

The College Council has charged a task force that includes experts on race and

intersectionality to investigate, develop, and implement these demands. The immediate implementation of these recommendations will assist us in creating a welcoming, safe and connected experience for our most vulnerable racialized students at DVC.