In 2016-17 the College Planning Committee, charged with annually reviewing the Institutional Metrics, determined that a few metrics were falling behind.   In that we would not achieve our master plan goal by 2020. The CPC brought these metrics to College Council who tasked the Academic Senate with working with the college to meet our stated goals by 2020.

Institutional Metric- Civic Engagement
Vasconcellos Institute for Democracy in Action (VIDA)

Metric: 6% of students with a goal of transfer or degree will have enrolled in at least one course having a community/civic engagement component each fall.

In Fall of 2015, we had 873 students who had a goal of transfer or degree in S classes.

That is a total of 4.4% of all of the students in that category.

To meet the goal of 6% we would need 321 more students per Fall quarter.
I estimate that we would need an average of 8 more sections to meet that goal.
I believe we can achieve that by 2020.

12/6/16 Submitted by Cynthia Kaufman, VIDA Director

Institutional Metric- Career & Technical Education   Recommendation to the Academic Senate

Metric: 67% percent of students who were enrolled in a career technical education program will be employed full-time one year after leaving De Anza (revised based on May 3, 2017 with CTE Programs).

Action Plan
A. Moving the metric
1. Senators examine the metric and monitoring student employment information (2/13 & 2/27 meeting)
2. Currently the college offers Job Search Services for Workforce Education Programs http://www.deanza.edu/workforceed/CTEJobandCareerServices.html and Career & Counseling Services through a Career Counselor (serving the college priority groups- Latina/s, African American, Filipino and Pacific Islanders) http://www.deanza.edu/counseling/career/   The Workforce Education Office is managed by the Workforce Education Coordinator with a staff of 2.
3. Engage CTE programs/department faculty in dialogue for other potential ideas or initiatives
4. CTE rate re-set

B. Ideas or initiatives to undertake
The following are the strategies/ ideas to undertake and recommendation to Academic Senate.
1. Improve marketing for CTE Programs
2. Expansion of partnerships with Industry and connections with industry. Need for a dedicated person to assist with reaching out to industries /sectors. Build our capacity to use the Sector Navigator
3. Increase internships and CTE Pathways with employers- Santa Monica is an example
4. Streamlining curriculum processes to respond to workforce demands and opportunities
5. Conduct an environmental scan of the barriers (consider this data point: a recent study identified some clusters of students; 21% PT students and students returning with a BA degree)
6. Research more information on the Workforce Board One Stop Centers

C. Support needed from the College
1. Support from the College's Communication Office to initiate marketing of CTE programs
2. Dedicated faculty/staff to assist with reaching out to industries /sectors
3. Streamlining De Anza curriculum processes
4. Work with IR to conduct an environmental scan of the barriers
5. Change reapplication to the college process after one-term off

Metrics:
- Targeted groups will persist at a rate within 5% of all other groups (Scorecard metric).
- There will be no more than a 5% point difference between the annual Course Completion Rate for targeted groups and all other groups (IEPI indicator).

HOW CAN WE MOVE THE METRIC?
The following list includes evidence based and equity praxis informed strategies, which are linked to the following section; these are not standalone suggestions but should be viewed holistically as part of the larger guiding vision and equity framework implementation. These suggestions are not in order of importance or impact.
1. Provide training on and apply the Equity Office equity framework, rubric and lens.
2. Narrow interventions, implement evidence based practices and focus on HIPs.
3. Redistribute funding to direct interventions that show the most promise statewide as well as in-house.
4. Peer-to-peer Accountability Measures and annual student evaluations.
5. Active (on the ground) leadership for equity; see The National Equity Project model.
6. Involve students at all levels; 25% of all planning group/councils should consist of students from DI student groups.
7. Better working systems/relationship between instruction and student services (top down).
8. Invest in fewer student loan programs and increase grant programs.
9. Focus less on recruitment/outreach and more on retention/graduation, where applicable.
10. Continue developing our "grow your own practitioner" program (see Equity Office model)

WHAT IDEAS OR INITIATIVES CAN WE UNDERTAKE?
The following list includes evidence based and equity praxis informed strategies, which are linked to the following section; these are not standalone suggestions but should be viewed holistically as part of the larger guiding vision and equity framework implementation. These suggestions are not in order of importance or impact.
-Review the California Community College State Chancellor's highlighted equity programs -Provide comprehensive Appreciative Advising & Mentoring training (see LMC model)
-Develop a Childcare Support Initiative (see MLCCD model)
-Tuition free initiatives for students -Multiple Measures (across the discipline and beyond a pilot) -STEAM vs. STEM Programs (... and the decolonized versions)
-Training and application of integrated curriculum, reading apprenticeship, and CRT programs (3CSN has some great trainings on the latter two)
-Equity parity between student DI groups and faculty/managers/administrators (linkages with EO Initiative)
-Change student placement policies
-Implement an enhanced co-requisite model -Implement a part-time faculty equity training program and mentoring support network -Redesign remedial courses (and change the language of "remedial")
-Require that all cohort programs have instructor requirements for DI teacher training/PD institute **before they can teach in DI student programs** and ensure they can apply the equity framework, lens and rubric.
-Participate in the CA Acceleration Project (see Chabot model)
-Employ an individual student systems evaluation tool

-All those working with our DI students need to attend the equity office practitioners' certificate program -All equity state funded programs need to attend the monthly update and coaching sessions, in order to maintain funding.

-Support for the curriculum committee to revise and institutionalize a strategy for requiring equitized and inclusive courses, texts, and pedagogy. ***Involve students on the committee.***

-Require equity walks with follow-up actions.

-More intentional district-wide EO Plan and Equity Plan alignment as well as embedded district-wide equity vision and strategic plan (not connected to the state equity initiative)

Some of these initiatives have been implemented in various departments or divisions but we do not have a campus-wide strategic approach; we are doing too many things and without a co-coordinated implementation plan.

WHAT SUPPORT IS NEEDED FROM THE COLLEGE?

The following list includes evidence based and equity praxis informed strategies, which are linked to the following section; these are not standalone suggestions but should be viewed holistically as part of the larger guiding vision and equity framework implementation. These suggestions are not in order of importance or impact. - An equity-researcher team or external team supervised by the new Dean of Equity - Institutionalized (practiced) Cultural Humility

1. Time for Deans to develop and implement an area focused equity strategy, with support from their equity core teams.
2. Training on Equity-based leadership at all levels - A full-district equity summit (e.g., NOCCD) - Suggestions box for students and all employees (with a virtual box online as well) … Voices of those most impacted by the system - Reallocation of some funds and re-prioritization based on our vision of student success and equity - Different leadership model; Explore an institutional model of holarcracy - Annual required all-campus equity training day … for ALL members of the campus - Annual (required) all managers, Deans, and Administrators "Leading for Equity" training (in addition to the above)
3. Strong relationships between both instructional and student services side of the house.

Institutional Metric- ESL Sequence Completion Rate   ESL Department

Metric: The basic skills ESL sequence completion rate will achieve 50% (Scorecard metric and IEPI indicator).

Course Sequence Completion Rate is defined as "the percentage of students who attempted for the first time a basic-skills course and successfully completed a college-level ESL course (ESL 5) or a college-level English course (EWRT 1A) within six years."

Our department's current rate is 46.3%. We are tasked by the College's Educational Master Plan to reach 50% by 2020. The department is asked to submit a plan guided by three questions to the Academic Senate in May: 1) How can we move the number? 2) What ideas and initiatives can we undertake? 3) What support is needed from the College for us to move the numbers?

Our department faculty met on Convocation Day on March 3, 2017 to discuss the plan.

How can we move the number?

We need to be informed of who and when students leave or exit our course sequence. According to the data provided by Mallory Newell (Instructional Research & Planning), for all ESL courses in 2015-16, 77.6% of students declared a goal of transfer, 12.3% a goal of degree, and 10% a goal of certificate or basic skills development or job training. Given this data on one year, it seems like most students in our program aim to reach the transfer level. Therefore, the first question we have is to find out when students exit our program and for what reasons. This can be broken down into data regarding 1) what categories of students (local residents versus International students) start to enroll in our low-level classes (ESL 200 or 234) to begin the sequence; and 2) at what points we begin to lose them.

We are hoping that the Student Inquiry Tool will help us get some of the data, but to do that the faculty needs more training in using the tool. Also, we will need to work with Mallory on information that is not readily available even with the use of the Inquiry Tool.

What ideas and initiatives can we undertake?

- Work with the Student Success Center to reinstitute the practice of putting tutors in the classroom to work with students who need extra help to succeed in the course.

- Scale up the existing ESL 251 Speaking/Listening Workshop and ESL 253 Grammar Workshops. These workshops were put in place through Title III funding. Currently, we provide ten workshops in total, but we need additional sections to meet student needs.

- Provide yearly norming/sharing sessions and equity training to promote effective pedagogical and equity classroom practices to address student needs.

- Conduct a student equity survey to understand who our students are, how they feel, in general, about our classes and our program, and how the department can help them succeed. The plan is to pilot the survey in fall before we distribute it to all classes. The Institutional Research and Planning Office will be asked to help the department collect, process, and categorize the data.

What support is needed from the College for us to move the numbers?

We need additional funding from the College to make it possible for the Student Success Center to put tutors in ESL classrooms, and to increase the sections of existing 251 and 253 workshops. Secondly, we need the College to pay part-time faculty to attend norming and equity training sessions. It is only when we compensate our part-time faculty for their work that we can address curricular and equity gaps that may have contributed to students exiting our sequence at various points. Currently, part-time faculty teaches over 61% of our classes in the department. We need their participation in any of our efforts to raise the course sequence completion rate.

5/8/2017 Submitted by Clara Lam, ESL Department Chair