# PROGRAM REVIEW 2008-2011

**Division:**    _Academic Services

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**Department or Program**:   Diversity Office

**Name and Title of Preparer(s):    Marion Y. Winters**
In providing responses in the following areas**, please utilize the quantitative data available in the Program Review Enrollment Data Document and the Budget Document.**   For the purposes of the Program Review, both departments and programs will be referred to as "program."

I.    **Description and Mission of the Program**

Which area(s) does this program considerably address (check all that apply):

_x__ Basic Skills   __x_ Transfer          ___Career/Technical          _x__Other
    (describe) Faculty/Staff/Student Diversity/Equity

A.  Provide a brief description of the program including any services provided and the program's mission.

The mission of the De Anza College Office of Diversity is to promote an academic, cultural and social environment that provides equity and success for all members of the De Anza College campus community, including students, faculty, staff and administrators.

We support the District and College missions that consider diversity as an essential component of student education in the 21st. century.  The Office of Diversity serves as a vehicle for promoting a healthy campus climate that values the diversity of individuals that are part of our campus community.  As well, we promote programs, activities, and policies which encourage the respect of group differences and multiple perspectives.

Overall, the Office of Diversity provides leadership for the campus in developing and maintaining an environment that supportive and inclusive of the diverse ethnic, cultural, religious, economic and lifestyle experiences of our students, faculty, staff and administrators.  It is a repository of information and resources that support our goal of inclusion and a focal point for the development of strategies to achieve this 21st. century educational goal.

B.  Provide a summary of the program's main strengths.
One of the main strengths of the Diversity Office is its ability to set campus wide goals and to assist faculty and staff in the implementation of strategies that lead to the closing of the achievement gap between student groups. This office provides both the theoretical knowledge and practical resources through the establishment of staff development and training opportunities and campus climate assessment, that enable our campus community to learn, understand and act upon those pedagogical practices within the classroom, in the service arena and in campus life, that will optimize the

learning and overall educational experiences of our diverse student population and ultimately lead them to successful achievement of their academic goals.

Another function of the Diversity Office that is an area of strength is its ability to implement the District's mission and the State's mandate to provide equal opportunity in the hiring and selection process of faculty and staff. The Office of Diversity provides for the training and placement of Equal Opportunity Representatives.  As well, we provide consultation for the committees throughout the process.  The Equal Opportunity Hiring process was reviewed by the Accreditation Team and highlighted as one of the areas that we were doing well in. They recommended that De Anza continue developing the Equal Opportunity Hiring and Selection process.

C. Provide a summary of the program's main areas for improvement.
   N/A

D. What are your expected outcomes (such as learning outcomes, transfer, career goals, certificate and degrees) for students in your program?

The learning outcomes for students are greatly affected by the kind of training, staff development and resources that are provided for our faculty and staff that speak to effective practices that optimize the achievement of our target student populations. From that vantage point, the Office of Diversity would expect that students will achieve their educational goals with an increased knowledge of how to work with diverse groups of people, inclusive of cross-cultural communication skills, understanding of the contributions and impact of differing cultures within the U. S. and an understanding of the responsibilities of global citizenship.

II.  **Retention and Growth**

A. How has the program responded to the institutional goal of increased access, growth and retention? (Include the number of students enrolled in the program and the retention rate over the last three years.)

The Office of Diversity was the 1$^{st}$. campus entity to introduce Student Equity Planning on the Division/Department/ Program level.  We wrote the 1$^{st}$. campus plan in 2000 and our 2$^{nd}$. In 2005-06.  Most recently the Office of Diversity developed and implemented the Strategic Plan for campus wide cultural competence.  We conducted 15 workshops/trainings for Faculty (full and part time), staff, administration and students.  We ran 10 cultural competence practicum which focused of effective strategies for working with our target populations, Latino/a, African American and Filipino/Pacific Islanders, for staff and faculty in 2007- 08 in the following divisions/departments:  Math, Language Arts, Social Science, Counseling, Biology, Business/CIS, IIS, Creative Arts, DSS. In May , 2008, we sponsored the Equity=Excellence conference.  This conference feature 12 workshops and 3 Internationally renown speakers that addressed the theme of effective practices for working with underserved student populations. We had 140 participants from across the state of California.  Approximately, 50 participants were from De Anza College.  All of these efforts have positively impacted the retention of our target populations.

B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students? (Include the number and percentage of the

program's enrollment that was made up of the targeted populations and the retention rate of the targeted populations over the last three years.)

The Office of Diversity does not have a self-contained program that administers specific interventions to a particular group of students that we serve. Our responsibility is campus wide. We have served indirectly over the last 3 years approximately 26,000 students. Our indirect service, as is articulated in section I B and II A above, is to provide for faculty, staff and administrators the resources and consultation needed to improve the campus climate, instructional pedagogy, and strategies for the delivery of services in order to impact positively the access, growth and retention of African Ancestry, Latino/a, and Filipino/Pacific Islander students. Additionally, our research has found that when we successfully impact these populations our non-target student groups also demonstrate improved academic success ( Equity for All Report, Spring 2006).

C. The Statewide Basic Skills Initiative defines "basic skills" as English, mathematics, reading, writing and ESL skills. In what ways does your program address the basic skills needs of students? For programs that do not directly address basic skills, how does the lack of basic skills impact student success rates for your program?

The training and staff development plan and its implementation, beginning in 2007, has addressed the issue of Basic Skills by providing workshops, speakers, conference attendance and division/department practicum that focus on culturally responsive teaching and service delivery for our targeted populations many of whom are starting college at the basic skills level.

III. **Student Equity**

    A. What progress or achievement has the program made towards decreasing the student equity gap? (Include student success rates for targeted populations compared with other students over the last three years.)
The Office of Diversity was the 1st. campus entity to introduce Student Equity Planning on the Division/Department/ Program level. We wrote the 1st. campus plan in 2000 and our 2nd. In 2005-06. The Equity Collaboration Team did several presentations and consulted with Divisions/Departments and the Dean's counsel in an effort to help each division with strategies for implementation. The 2007 -08 Strategic planning effort, foundationally, was based on the indicators of student success identified in the Equity Plan, 2006, Student Access, Retention, and Success. Cultural Competence was one of the strategies our team recommended for utilization in order to achieve the goals set in each one of the area indicators.

    B. In what ways will the program continue working toward achieving these goals?
An updated version of the Student Equity Plan for De Anza College should be introduced to the campus in 2010-11.

    C. What challenges exist in the program in reaching such goals? Staffing and no "B" budget, limited Fund 21 $'s.

IV. **Budget Limitations** (Please be specific in your responses.)

    A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences of continued limited funding on the program? Limited funding limits the scope and breadth of staff development, training and general resources that can be provided for the campus constituency groups.

    B. Describe the consequence to students and the college in general if the program were eliminated or significantly reduced. Please be specific. My major concern would be the decline in retention rates and student success which ultimately will affect enrollment. The targeted populations that we have identified require academic interventions that are based in the theories of multicultural education. If your faculty and staff are not aware of the appropriate ways in which you are to work with the population that we have recruited, ultimately their level of frustration will increase along with student frustration which can escalate to conflict.

V. **Additional Comments (optional):** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

    • **Strategic Planning Initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention):** Describe any other Strategic Planning Initiatives your program has addressed.
**Cultural Competence, First Year**

First year activities were devoted to creating a scaffold for an understanding of Cultural Competence to De Anza College personnel on which year two and three will build. The activities focused on training to three groups: Faculty, Classified Professionals, Administrators and Student Leadership.

Faculty had the opportunity to participate in several Cultural Competence trainings.  Ten division Practicums were created and focused on understanding and defining Cultural Competence in smaller groups over the course of the year. Basic concepts of Cultural Competence were presented to Classified Professionals who interact directly with students, the public, and personnel.   Concepts and tools were introduced to front line staff.  The CAR practicum model was presented to campus Administrators.  Student leaders had the opportunity to participate in Cultural Competence training with a decidedly student development focus. Scholars in the field of Cultural Competence, Equity and Diversity disseminated information to all campus constituencies. They helped to construct a level of awareness and knowledge base that lays the groundwork for working with our diverse college students and community.

The Curriculum Development Coordinator established the college wide practicums and provided the participants with the literature that served as a basis for the practicum discussion and training.  The Curriculum Development Coordinator worked collaboratively with the Cultural Competence Strategic Initiative team to identify and select the scholars to present whose expertise best aligned with our goals.

The capstone of the year culminated in the Equity=Excellence Conference.  The outstanding speakers and workshops created a venue to share, collaborate and highlight best practices.

Some highlights of the year include:

Presentations and workshops to the campus:
* Geneva Gay; An introduction to Cultural Competence with a follow-up two-day staff development workshop.  Practicum leaders were identified and trained.

* Thomas Parham: Culturally relevant service delivery.

* Classified Professionals: Cultural Competence training workshop.

* Classified Professionals: Cross cultural communication training.

* Student Leadership: Cultural Competence and student development workshop.

* Faculty: Ten division practicum that address relevant, timely topics.

* Equity=Excellence, California Community Colleges at the Vanguard of Change.


**Cultural Competence and Tenure Review**

*Cultural Competence is a developmental process occurring at individual and system levels that evolves and is sustained over time, recognizing that individuals begin with specific lived experiences and biases.*

Cultural Competence requires that individuals **demonstrate** the capacity to**:**
   1.) Engage in self-reflection.
   2,) Facilitate effectively (manage) the dynamics of difference.
   3.)  Acquire and institutionalize cultural knowledge.
   4.)  Work within the diversity and the cultural contexts of the students,    families, and communities they serve.
   5.)  Support and initiate actions which foster equity of opportunity and services.

Cultural Competence and Tenure Review
Tenure Review Committee members should have the knowledge and ability to determine the capacity of the tenure candidates to engage in culturally responsive teaching and culturally responsive service delivery strategies with the student populations with whom they work.

The following suggestions can serve as guidelines for the assessment of the tenure candidates' capacity. These suggested indicators can be incorporated into both the pre and post observation discussions and the actual classroom observations:

**The Observer (Tenure Committee Member):**
•   Should engage in her/his own assessment of her/his personal philosophy of teaching
(What is my own belief about teaching? What theories of learning do I apply in my own teaching? What style of teaching do I feel most comfortable with? What biases do I have towards particular students, ethnic or language groups?)

*<u>Note</u>: It is suggested that you write down your responses to these questions.  This exercise will help you to more clearly differentiate your own beliefs and values about teaching from those of the tenure candidate you will observe.

**The Tenure Candidate - Indicators of Culturally Responsive Teaching and Service Delivery Strategies:**
•   Views the diversity of students in her/his classroom as an asset or benefit.

•   Utilizes a variety of teaching strategies to address the diverse learning styles of her/his students.

•   Demystifies the language of the discipline.  Breaks down terminology so that the learner has a greater opportunity to grasp concepts.

•   Explains and interprets colloquialisms and slang that may not be understood by all learners, e.g. ESL students.

•   Arranges opportunities for less verbal students to contribute ideas and thoughts.

•   Effectively equalizes opportunities for participation in class. e.g. Is able to manage the student who has a tendency to dominate the discussions.  Calls on a variety of students to respond to questions.

•   Is knowledgeable enough about the cultural attributes of her/his students that they are able to utilize that knowledge to accelerate learning.  e.g. Connecting a term that is used to it's origins in the language of one or more of your students.

•   Is aware of cultural differences in styles of communication.

•   Uses a variety of methods to assess student learning.

•   Continues to research and learn about the cultures/ethnic/language groups that her/his students represent.

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•   **<u>Relationships with Other Programs:</u>** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

The Office of Diversity works closely with the Staff Development Office, ICCE, College Divisions, Student Activities (clubs, DASB), Ethnic Specific Faculty/staff groups – African Ancestry, APASA, MSA, etc.

- **State and Federal Mandates:**  Describe any State or Federal mandates that directly impact the program.  Each college in the CCC system is required to have an Student Equity Plan.

- **Trends (such as enrollment, certificate and degrees conferred, transfer rates, job placement, etc.):**  Describe any positive and/or negative trends in the program.  N/A
- **Comparable Programs at other Institutions:**  Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.  N/A