



**Midterm Report
to the
Accrediting Commission for
Community and Junior Colleges**



October 6, 2014
De Anza College
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Cupertino CA 95014
www.deanza.edu

Certification Page

To:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From:

Brian Murphy, President
De Anza College
Stevens Creek Blvd., Cupertino, CA 95014

I certify that there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

Brian Murphy, President, De Anza College

Date: _____

Mayra Cruz, President, Academic Senate

Date: _____

Dennis Shannakian, President, Classified Senate

Date: _____

Julia Malakiman, President, De Anza Associated Student Body

Date: _____

Table of Contents

Statement on Report Preparation	1
Response to Team Recommendations and the Commission Action Letter	2
Recommendation 1	2
Recommendation 2	5
Recommendation 3	7
Response to Self-Identified Issues	10
Standard I: Institutional Mission and Effectiveness	10
Standard II: Student Learning Programs and Services	10
Standard III: Resources	16
Standard IV: Leadership and Governance	17

Statement on Report Preparation

Discussions for this report have been occurring since the site visit was completed in October 2010 and the college was presented with three recommendations by the evaluation team. The college senior management shared the accreditation report findings and recommendations with the entire college community, and there was widespread understanding of the college priorities addressing the three recommendations by October 2015.

The Accreditation Liaison Officer met with all governance and leadership groups and requested that they begin to include on their agendas the ways in which they would respond to the recommendations from the previous site visit, as appropriate. Governance and leadership groups (e.g. Academic Senate, College Planning Committee, College Council, Student Learning Outcomes Team, Classified Senate) were asked to ensure their engagement in addressing the recommendations.

The College Planning Committee (CPC), including representatives from across shared governance groups, provided leadership in the discussion and work on Recommendation 1 (Mission Statement) by reviewing and updating the college's vision and mission statements.

This same group also led the college in the work on Recommendation 2 (Integrated Planning, Assessment and Resource Allocation Model), for which a survey was developed to gather feedback from all shared governance groups to reflect on their planning processes and assess the colleges own Six-Year Integrated Planning and Resource Allocation model. Ongoing planning was also completed within the Planning and Budget Teams (PBTs), Curriculum Committee and Equity Action Council, as well as throughout the college with regard to Student Learning Outcomes Assessment. The CPC further developed the Planning Agenda Progress and Completion Template to annually collect feedback and evidence on the colleges' planning agendas. The evidence is reflected in this report.

The Student Learning Outcomes Core Team as well as the Student Learning Outcomes Steering Committee led the college in the work on Recommendation 3 (SLO, SSLO and AUO Proficiency). These groups ensured that the college remained diligent in its efforts to move the college's SLO process beyond proficiency towards sustainability.

The Midterm Report was written by the college researcher/Accreditation Liaison Officer, Student Learning Outcomes Team and Marketing/Communications Office, using input from the college community collected via the Planning Agenda Progress and Completion Template. The college researcher, the Marketing/Communications Office and selected members of the college community reviewed the Midterm Report. The report was then shared with Academic Senate, Classified Senate and De Anza Associated Student Body and approved by College Council on Oct. 2, 2014. The Governing Board of Trustees then approved the report at its meeting of Oct. 6, 2014.

Response to Team Recommendations and the Commission Action Letter

Recommendation 1: Mission Statement

Recommendation 1

To meet the Standard, the team recommends that the college mission statement clearly identify the intended student population for whom the college will provide programs and services. (Standards I.A, I.A.1).

Standard I.A. Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

De Anza College Mission Statement

De Anza College provides an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world. The college engages students in creative work that demonstrates the knowledge, skills and attitudes contained within its Institutional Core Competencies:

- *Communication and expression*
- *Information literacy*
- *Physical/mental wellness and personal responsibility*
- *Civic capacity for global, cultural, social and environmental justice*
- *Critical thinking*

–Updated spring 2014

In its letter of reaffirmation of accreditation on February 1, 2012 (www.deanza.edu/accreditation/Reaffirmation-of-Accreditation-Ltr-2012.pdf), the Accrediting Commission for Community and Junior Colleges (ACCJC) recommended that the college define “its intended student population” within its mission statement.

In the October 15, 2012 Follow-Up Report (www.deanza.edu/accreditation/DeAnzaFollowUpReport2012.pdf), the College reported to the Commission that it would review its mission statement in 2014 in accordance with its Six-Year Integrated Planning and Resource Allocation Model. In addition, the follow-up report thoroughly outlined the college’s stance on defining “its intended student population” and that the college strongly believes it serves “students of every background.”

In the follow-up report, the college further emphasized that the student population it serves is in fact students from every background. The report states that “we welcome students of all ages and backgrounds and connect with them, in their range of unique circumstances, to help them fulfill their dreams,” as noted in the “Equity” section of the Values Statements. “We strive to design

classes and services to the needs of those we serve. We value and embrace the intellectual contributions of a diverse spectrum of people and cultures.

“The college actively recruits students through a strategic plan to target the region’s historically underrepresented, typically lower-income students, which further demonstrates the college’s commitment not only to diversity but also to equity. While these targeted groups are featured in the college’s strategic plan (with results lauded in the Evaluation Report), they are at the same time not the sum total of the college’s intended population. Staff in De Anza’s Office of Outreach and Relations with Schools actively recruit students from the local feeder high schools, whom the college very much wishes to serve and who provide much-valued ethnic and socioeconomic diversity...

“The ultimate result is that De Anza College serves 20,000 full-time equivalent students (FTES) annually. Of those students, 82% reside in areas outside of the designated service area, and 77% identify with an ethnicity other than white. Thirty-six percent of De Anza students identify as Asian; 23% Latina/o; 21% White; 6% Filipino; 4% African American; 1% Pacific Islander and 1% Native American. (Seven percent do not report their ethnicity.) De Anza serves 1,800 international students each year and has an annual enrollment of 18,000 in online courses. (www.deanza.edu/accreditation/2013_Follow_Up.pdf).

“The faculty and staff of De Anza College pursue and embrace this diversity as integral to the college’s very identity, and reified this in the mission statement as the college’s intent to serve students ‘of every background.’

“College Council held its initial discussion of the Commission recommendation in February 2012 upon receipt of the Commission’s letter reaffirming De Anza’s accreditation (www.deanza.edu/gov/college_council/notes/CCMins02_09_12.html). Also that month, in a preliminary effort to identify the language that other colleges use to specify the intended population they serve, the College Research Office conducted an analysis of the mission statements of the 112 California Community Colleges (www.deanza.edu/ir/deanza-research-projects/Mission%20Statements_112%20Colleges.pdf).

“In September 2013, the Research Office conducted a more comprehensive analysis in order to categorize the mission statements of colleges that used some level of detail in identifying the population they served. Results indicated that 83% of colleges use broadly inclusive mission statement language similar to De Anza’s stated intent to serve students of every background. Terms included ‘students’ (with no qualifiers); ‘diverse students’; ‘a diverse community of learners’; and ‘world’s diverse communities.’

“The Research Office also separately reviewed the mission statements of those colleges whose accreditation status was reaffirmed by the Commission in 2013. This analysis showed that 64% of these colleges also use broadly inclusive language to define the student population they serve, with terms such as ‘students’ (with no qualifiers); ‘the community’ (with no qualifiers); ‘students from diverse backgrounds’; and ‘socially and ethnically diverse students.’” (www.deanza.edu/gov/college_council/notes/CCMins02_09_12.html)

None of the three analyses found a standard language or pattern used by colleges to “clearly identify” the student population they serve. There is therefore little direction as to what the Commission would regard as sufficient specificity to address the recommendation. More critically, it appears that the language currently employed in the college’s mission statement does, in fact, meet the Standard to which the recommendation refers, and provides the guidance ordinarily found in a mission statement.

The Commission responded to the report stating that the “broad definition of consistency served does not meet the intent of Standard I.A. to define”...its intended student population...” The College should follow its planned review of the mission statement, within the timeframe of the planning cycle that will provide broad-based dialogue with the ultimate goal of improving student learning.” The Commission further requested that the Midterm Report demonstrate that the college had updated its mission statement (www.deanza.edu/accreditation/pdf/2016/FollowUp_Response.pdf).

In accordance with De Anza’s Six-Year Integrated Planning and Resource Allocation Model, College Council scheduled a mission statement review as planned for 2014, charging the College Planning Committee with establishing a task force to review the mission statement, including determining if the college clearly identifies its intended student population. The Mission Statement Task Force was formed in winter 2014 and was composed of faculty, staff and administrator representatives from a range of groups: Academic Senate, Classified Senate, College Planning Committee, Equity Action Council, Student Learning Outcomes Core Team, and Student Services Planning and Budget Team.

The committee met multiple times over the winter and spring quarters and put forth a revised mission statement. After extensive deliberation, the committee felt that any language other than “students of every background” would not correctly capture the student population the college serves. (Minutes from Oct. 13, 2013: www.deanza.edu/ir/planning/2CPC_Minutes_10.3.13.doc; Minutes from Feb. 13, 2014: www.deanza.edu/ir/planning/Mission_Minutes_2.13.14.doc; Minutes from Feb. 27, 2014: www.deanza.edu/ir/planning/Mission_Minutes_2.27.14.pdf; Minutes from May 1, 2014: www.deanza.edu/ir/planning/planning_files/CPC_Minutes_5.1.14.doc)

The Mission Statement Task Force then focused its attention on a change requested by the faculty team (led by the SLO core team) responsible for reviewing and recommending assessments for the Institutional Core Competency of “Global, Cultural and Environmental Awareness.” The faculty team strongly believed the word “awareness,” a term not included in the descriptor of the original ICC, was not high enough on Bloom’s taxonomy of learning and that a term representing a higher order of learning would be more appropriate. As summary lines of the college’s ICCs are integral to the mission statement, this recommendation was brought to the Mission Statement Task Force for review.

The Mission Statement Task Force recommended a revised summary statement for this particular ICC, incorporating it as a revision to the original mission statement. Two additional minor changes were also made: the combination of two paragraphs into a single paragraph, and the removal of an interior phrase, “The college fulfills its mission by...”

The revised mission statement was shared with Classified Senate (www.deanza.edu/gov/classifiedsenate/pdf/minutes/CS_meeting_minutes_March_6_2014.pdf), College Council (www.deanza.edu/gov/college_council/notes/CCMins03_13_14.html), and the Equity Action Council, which were in support of the revisions, and the Academic Senate (www.deanza.edu/gov/academicsenate/C_Notes_4.21.2014.pdf), in which there was some debate.

Academic Senate preferred that a vote be brought forward on various iterations of the suggested ICC, in addition to the option of retaining the original ICC. The Mission Statement Task Force then drafted three additional options, which were brought back to Academic Senate, along with the original ICC summary statement. The Senate continued its discussion over several meetings, and after extensive deliberations, the Senate on June 2, 2014 adopted the updated mission statement above (www.deanza.edu/gov/academicsenate/Notes_6.2.2014.pdf).

College Council approved the mission statement on June 12, 2014 (www.deanza.edu/gov/college_council/notes/CCMins06_12_14.html) and the Board of Trustees on August 25, 2014 (www.boarddocs.com/ca/fhda/Board.nsf/Public). The updated mission is now posted at www.deanza.edu/about/mission.html.

Recommendation 2: Integrated Planning, Assessment and Resource Allocation Model

Recommendation 2

In order to fully meet Standards, the team recommends that the college systematically evaluate the newly implemented integrated planning, assessment and resource allocation model. The model should also be evaluated for its effectiveness in improving programs, services and student learning. At the appropriate point in the cycle, the college should then assess its evaluation processes (Standards I.B.3, I.B.4, I.B.6, I.B.7, III.A.6, III.B.2.b, III.C.2 and III.D.1.a).

Following the Commission's follow-up visit on October 24, 2012, the visiting team concluded that "observation and analysis of the evidence indicate that De Anza College is engaged in ongoing, outcomes-based planning, assessment and resource allocation. The institution has developed, and piloted for the first time in 2012-13, a formal annual governance assessment process that allows for the evaluation of its governance processes, including the groups that are part of planning, assessment and resource allocation. The assessment will broaden in spring 2012, asking all governance committee members to participate...the College has met the requirements of this recommendation."

(www.deanza.edu/accreditation/ACCJC_ReportOn2012Follow-UpVisit.pdf)

Since the site visit in 2012, the college has continued to engage in assessment and resource allocation. The outcomes and assessment cycle continued with the completion of additional Student Learning Outcomes, Program Level Outcomes and Administrative Unit Outcomes as well as the assessment of these outcomes. The college as a whole assessed the Institutional Core Competency (ICC) of Critical Thinking in 2012-13

(www.deanza.edu/gov/academicsenate/notes/Notes_of_January_30th.pdf), which led to the development and implementation of a critical thinking rubric for course embedded assessment. In 2013-14 the college assessed the ICC of Global, Cultural, Social and Environmental

Awareness. As noted on page 6, the faculty committee assessing this ICC believed that the word “Awareness” was not as high on Bloom’s taxonomy as they would strive to achieve for students and recommended “Civic Capacity for Global, Cultural, Social and Environment Justice.” The recommendation was ultimately approved as part of the mission statement review process and incorporated into the updated mission statement in spring 2014 (www.deanza.edu/gov/college_council/notes/CCMins06_12_14.html).

In 2012, College Council convened the Values Statement Taskforce, which reviewed the college’s values statements, drafted a revised set of statements, provided the draft for feedback, and incorporated the feedback into the final draft approved by College Council on May 23, 2013 (www.deanza.edu/gov/college_council/notes/CCMins06_27_13.html). The Mission Statement Taskforce reviewed and revised the mission statement, which was approved by College Council on June 12, 2014 (www.deanza.edu/gov/college_council/notes/CCMins06_12_14.html). The college continues its process of resource allocation within the Planning and Budget Teams. College Council approval for 2012-13 included the development of best- and worst-case scenarios for budget reductions based on the state budget and a tax initiative on the November state ballot (www.deanza.edu/gov/IPBT/reductionplans.html). In 2013-14, the Planning and Budget Teams initiated the Comprehensive Program Review process, which required each department to reflect on the past three years in the areas of enrollment, student success, equity, and student learning and program level outcomes.

In 2014-15, the Planning and Budget Teams will engage in a year of reflection to consider the last three years of planning; further analyze Comprehensive Program Reviews to assess trends and best practices campuswide; make any necessary changes to their processes; review and update the Annual Program Review Template; and engage in the collegewide review of the Educational Master Plan. During the year of reflection, the Student Learning Outcomes focus will be on Program Level Outcomes and the linking of SLOs to resource allocations. All other processes will continue in accordance with the college’s model, including that of the Curriculum Committee, which will continue to review curriculum based upon the five-year curriculum review cycle and the development of department Equity Plans. Annual progress in collegewide planning, including program review, integrated planning and resource allocation, and learning outcomes are captured by the College Planning Committee (CPC) in the annual Master Plan Update (www.deanza.edu/ir/state-of-the-college-related-information/index.html).

The CPC has continued to assess the governance groups on campus through the Annual Governance Assessment Survey. The survey was administered in the spring quarters of 2012, 2013 and 2014. The results have been used to assess the shared governance groups, monitor their progress on the completion of their assigned planning agendas, and make updates to the Governance Handbook. In addition, the College Planning Committee has also continued to update the Six-Year Integrated Planning and Resource Allocation Model as well as accompanying documentation. The committee developed narrative documents to accompany the planning cycle. The narrative describes the planning activities that will take place each year from 2011-12 to 2016-17 ([www.deanza.edu/ir/planning/Detail Quilt narrative by year 11_12_13.pdf](http://www.deanza.edu/ir/planning/Detail%20narrative%20by%20year%2011_12_13.pdf)) and the narrative describes each planning topic that will take place within each year from 2011-

12 through 2016-17 (www.deanza.edu/ir/planning/planning_files/NarrativeTopic.pdf). The planning cycle was also updated to include planning activities from 2011-12 through 2017-18 (www.deanza.edu/ir/planning/Quilt_Chart_11_14_13_Detail_approved.pdf). The new narratives and the updated Six-Year Integrated Planning, Assessment and Resource Allocation Cycle were approved by College Council on May 9, 2013 (www.deanza.edu/gov/college_council/notes/CCMins05_09_13.html). The CPC annually reviews and updates the Governance eHandbook to ensure that all information is current (www.deanza.edu/gov/gov_eHandbook_rev3-31.pdf).

The committee also developed and published the annual planning calendar, which is shared with the Planning and Budget teams annually: www.deanza.edu/ir/planning/Planning_Calendar_2013-14.pdf. CPC also developed a template (www.deanza.edu/ir/planning/) of the college's planning agendas, approved by College Council on December 13, 2012 (www.deanza.edu/gov/college_council/notes/CCMins12_13_12.html). The template is distributed to each governance group in winter for submission in spring. The template response rate of about 90 percent provides for the effective monitoring of the college's progress in completing the planning agendas for the Accreditation Self-Study report in 2016-17.

Recommendation 3: SLO, SSLO and AUO Proficiency

Recommendation 3

To meet the standard at the level of proficiency by 2012, the team recommends that the college accelerate the implementation of the SLO, SSLO and AUO assessment cycles at the course, program and institutional levels. The college should assess the effectiveness of these processes aimed at improving programs, services and student learning. Additionally, the college is reminded that the standard requires institutions to include "effectiveness in producing learning outcomes" in the evaluation of faculty and others directly responsible for student progress toward achieving stated student learning outcomes (Standard II.A.1.a, II.A.1.c, II.A.2.b, II.A.2.f, II.A.2.h, II.A.2.i, and III.A.1.c).

After the Commission's follow-up visit on October 24, 2012, the visiting team concluded that "administration, faculty, staff and students have demonstrated a common understanding of the plans for completion of the SLO, SSLO, and AUO requirement as part of its Six-Year Planning Cycle. Outcome statements, assessment, and improvements are critical in the program review and resource allocation processes for the College. College leaders have stated that the College is intentional in establishing policies and processes that are sustainable. 'Effectiveness in producing learning outcomes' is now evaluated through faculty peer and tenure review processes. [Administrative and Peer Evaluation Form, http://fa.fhda.edu/faculty_forms.html, approved Aug. 1, 2012]

"The College provided evidence that it has accelerated its efforts to reach proficiency towards the implementation of the SLO, SSLO and AUP assessment cycles at the course, program and degree levels. The team found evidence that the College is at the proficiency level for SLOs and is on track to be at the proficiency level for SSLOs and AUOs. The team concluded that the

College has met the requirements of this recommendation (www.deanza.edu/accreditation/ACCJC_ReportOn2012Follow-UpVisit.pdf).

While the college has met the requirements of the recommendation, the work is ongoing. During the 2013-14 year, efforts were focused on ensuring sustainability. For example, the SLO core team presented at the RP Group's Strengthening Student Success Conference in October 2013 on "Creating a Culture of Student Learning Outcomes through an Institutional Embedded Six-Year Planning Cycle." In view of the questions fielded during the presentation, the SLO team noted that collegewide support for SLO work, such as that found at De Anza College, is critical to success. Especially noteworthy is the consistent support from the Academic Senate.

The team was also asked to write an article for the RP Group's Perspectives Newsletter. "Starting the Race from Behind" traced De Anza's work from the first steps in the SLO process to proficiency.

In April 2014 the SLO team was chosen by ACCJC to present its model for mapping SLOs at the course level to SLOs at the program and institutional levels at a regional workshop on "Institutional Internal Quality Assurance and Student Learning Outcomes Assessment."

At De Anza College, SLOs have been written for all courses listed in the 2014-15 academic catalog. Thirty-seven of the 59 instructional areas have completed assessments for at least 75% of their SLOs at the course level and 23 instructional areas have completed at least one assessment cycle for 100% of the SLOs across all active courses.

All 59 instructional programs have Program Level Outcome (PLO) statements and 57 of these program areas have completed an assessment for one or more of their program level outcomes. Twenty-six of these program areas have completed at least one assessment cycle for 100% of their program level outcome statements. The college's five Institutional Core Competencies are being indirectly assessed through the mapping of the PLOs to the ICCs and two of the institutional learning outcomes are also being directly assessed.

In 2012-13 a taskforce developed a rubric that focused on the assessment of Critical Thinking (www.deanza.edu/slo/critical_thinking_assessment/ct_rubric.html) and was made available to the campus at the 2013 Student Learning Outcomes convocation.

The ICC chosen for assessment at the 2013 Convocation was Global, Cultural, Social and Environmental Awareness. Feedback from preliminary attempts by faculty to write methods of assessment for this statement indicated this was not an assessable statement as written. Thus, the taskforce charged with assessing this ICC developed new language for the statement, retaining the intentions of the previous statement but characterizing it in a manner that would permit authentic assessments. Their proposals were vetted through shared governance bodies including the Academic Senate, Classified Senate, Equity Action Council and College Council. The newly stated ICC was adopted by College Council, as noted in the responses to Recommendations 1 and 2 above.

The fourth annual SLO Convocation was held on April 18, 2014. Morning breakout sessions included topics such as Developing Department/Division Equity Plan; Comprehensive Program Review for Department Chairs and Coordinators; Critical Thinking Assessment Process; Assessing SSLOs and AUOs; SLO Assessments Reveal Provocative Findings; Assessment Process for Adjunct Faculty; and, Taking It To the Next Level—Exploring Alternative Assessment Methods. The breakout sessions were well received, and the model will be used for future convocations. The afternoon was focused on encouraging faculty and staff to meet within their departments and programs to conduct assessment work. Adjunct faculty received a stipend for attendance, thereby recognizing the significance of their contributions in completing SLO assessments.

The network of SLO liaisons was further strengthened during 2013-14. Liaisons assist faculty within their division and are the first to field faculty questions concerning SLO statements and their assessments. Additional help is provided to faculty and staff during Academic Senate office hours twice per week.

The process for evaluating SLOs is also embedded in the curriculum process, in which statements are vetted by members of the Curriculum Committee every five years in the regular course outline review process. During this process, SLO liaisons assist faculty members in formulating assessable outcome statements and in choosing authentic assessment models. Each division has one or more liaisons to facilitate this process.

In 2014-15, the SLO coordinators will meet with each academic department chair to review their assessment plans. Similar meetings will be scheduled with individual student services and administrative areas.

All instructional support programs, Student Services (16 areas), Instructional Services (six areas), and Academic Services (seven areas) have outcome statements and are involved in ongoing outcomes assessment. Coordinators for all program areas have been trained in using the TracDat system to organize, plan, record and report their outcomes assessment cycles and information. Within college services, Finance (eight areas) and Educational Resources (eight areas) have outcome statements and are involved in ongoing outcome assessments.

Student learning improvement is a visible priority in all practices and structures across the college, in which student learning improvement drives the SLO process. Evidence may be found in the Fall 2014 New Faculty & Staff Orientation ([http://deanza.edu/slo/newsletters/2014-15 New Faculty and Staff.pptx](http://deanza.edu/slo/newsletters/2014-15%20New%20Faculty%20and%20Staff.pptx)), 2013-14 SLO Progress Report, ([http://deanza.edu/slo/newsletters/SLO 2013-14 Progress Report.ppt](http://deanza.edu/slo/newsletters/SLO%202013-14%20Progress%20Report.ppt)) and in SLO newsletters ([www.deanza.edu/slo/newsletters/2013-14 Final News.pdf](http://www.deanza.edu/slo/newsletters/2013-14%20Final%20News.pdf)). There is also a comprehensive guide focused on the creation and authentic assessment of outcomes at the course and program levels (www.deanza.edu/slo/guides/sloguide/SLO_Process_Guide_9-14-11.pdf).

The SLO coordinators are frequent presenters at the Academic Senate meetings both as a permanent agenda item under committee reports and also for specific presentations (www.deanza.edu/gov/academicsenate/agenda0051914.pdf; www.deanza.edu/gov/academicsenate/agenda0060914.pdf).

Learning outcomes assessment is linked to program reviews and resource allocation. The Program Review Update asks departments to report the percent of SLOs assessed at the course and program levels. Each area also responds to two key questions: an enhancement that was enacted this year as a direct result of an assessment of a program level outcome, and an enhancement that was enacted this year as a direct result of an assessment of a student learning outcome at the course level. Areas generate a report from the TracDat system to support their responses.

Discussions have also been initiated to begin conversations on how to make the reporting of SLOs within the program review process more meaningful to departments, more useful to PBTs to help with resource allocations decisions, and more transparent across the board ([www.deanza.edu/slo/minutes/2014 July Minutes.pdf](http://www.deanza.edu/slo/minutes/2014_July_Minutes.pdf)).

Responses to Self-Identified Issues: Planning Agendas

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an in-progress and systematic cycle of evaluation, integrating planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Description of Progress

1. As a component of the new planning process, the mission statement will be publicized on a regular basis. The review of the mission statement will be integrated into the planning process. (Completed – President and College Council, College Planning Committee)

www.deanza.edu/ir/planning/;

www.deanza.edu/ir/planning/Quilt_Chart_11_14_13_Detail_approved.pdf

2. The college will implement the integrated planning process that incorporates outcomes assessment results into institutional planning, and provide the time and space for broad-based dialogue aimed at improving student learning. (Completed – President and College Council, College Planning Committee) www.deanza.edu/ir/planning/; www.deanza.edu/gov/SSPBT/; www.deanza.edu/gov/IPBT/index.html; www.deanza.edu/gov/ERCOPBT/

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievements of stated SLOs. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic and personal development for all of its students.

Description of Progress

3. Working with other Planning and Budgeting Teams and College Council, the Instructional Planning and Budget Team (IPBT) will review and modify the Annual Program Review Update and Comprehensive Program Review processes on a regular basis. (Completed – College Council, IPBT, SSPBT, FERPBT) www.deanza.edu/gov/IPBT/resources.html; www.deanza.edu/gov/SSPBT/notes/
4. Develop a Distance Learning course student evaluation, based on the Foothill-De Anza Faculty Agreement Article 6 and Appendix J2W. (In Progress – Academic Senate, Faculty Union & Learning Resources Division)
5. Develop faculty training on effective online teaching strategies to improve student success and retention. (In Progress – Academic Services Division)
6. Institutional Research will continue its commitment to assisting faculty and staff in their assessment efforts at the course and program levels. (Complete – Institutional Research) Continued development of integrating the AUOs into the comprehensive program reviews. Used the updated format for the comprehensive program reviews done this year. Discussed assessment tools for AUO outcomes. www.deanza.edu/gov/ERCOPBT/notes/; www.deanza.edu/ir/; www.deanza.edu/ir/program-review.13-14.html
7. The Planning and Budget Teams will reflect on and enhance Program Review processes and criteria to more fully develop effective assessment methods for Student Learning Outcomes Assessment Cycle and Program Level Outcome Assessment Cycle results. (In Progress – IPBT, SSPBT, FERPBT, SLO Core Team) www.deanza.edu/gov/SSPBT/notes/; www.deanza.edu/gov/IPBT/resources.html; www.deanza.edu/slo/minutes/index.html; www.deanza.edu/slo/minutes/2014_July_Minutes.pdf
8. The SLO team will continue to refine its processes to assist faculty in efficiently and effectively documenting and assessing Student Learning Outcomes. (Complete – Student Learning Outcomes Team) www.deanza.edu/slo/2012_SLO_Survey.pdf; 2013 SLO Convocation April 27, 2013: www.deanza.edu/gov/academicsenate/notes/Draft_Notes_of_January_14th.docx; www.deanza.edu/slo/2012_SLO_Survey_Results.pdf; Help Shops: www.deanza.edu/slo/minutes/2012_October_SLO_Team_Minutes.pdf; New faculty orientation www.deanza.edu/slo/
9. The college will continue to encourage professional growth in the area of assessment through the Office of Staff and Organizational Development. Staff Development activities related to the development, interpretation and analysis of course and program assessments will continue. (Complete – SLO Steering Committee) www.prezi.com/slzognwzvjhm/de-anza-partners-in-learning-2012/?auth_key=88bb1b8dd755ed6ad39a3161cd67a480c4725d95; www.deanza.edu/president/OpeningDay2010.pdf; www.deanza.edu/president/SSLOworkshop091710.pdf;

www.deanza.edu/staffdev/orientation/septorientation.html;
[www.deanza.edu/slo/minutes/2014 February SLO Team Minutes.pdf](http://www.deanza.edu/slo/minutes/2014%20February%20SLO%20Team%20Minutes.pdf)

10. Complete assessment of Program Level Outcomes by the end of 2013-14 academic year. (Complete – SLO Steering Committee)

www.deanza.edu/slo/newsletters/NwsLter_September_2012.pdf;
[www.deanza.edu/slo/newsletters/Honor Roll Apr_16_2014.pdf](http://www.deanza.edu/slo/newsletters/Honor%20Roll_Apr_16_2014.pdf)

11. Workshops will be conducted in order to introduce PLOACs. (Complete – SLO Core Team)

www.deanza.edu/slo/newsletters/NwsLter_September_2012.pdf;
[www.deanza.edu/slo/Assessing Program-Level SLOs.pdf](http://www.deanza.edu/slo/Assessing%20Program-Level%20SLOs.pdf)

12. Develop an assessment plan for Program Level Outcomes. (Complete – SLO Core Team)

www.deanza.edu/slo/newsletters/NwsLter_September_2012.pdf;
[www.deanza.edu/slo/minutes/2014 July Minutes.pdf](http://www.deanza.edu/slo/minutes/2014%20July%20Minutes.pdf);
[www.deanza.edu/slo/newsletters/2014 Convocation Schedule.pdf](http://www.deanza.edu/slo/newsletters/2014%20Convocation%20Schedule.pdf);
www.deanza.edu/slo/accjc_evidence/AS_Notes_November_29th.pdf;
www.deanza.edu/slo/accjc_evidence/AS_notes_January_31st_2011_.pdf

13. The Academic Senate, through the SLO Steering Committee and team, will continue to encourage faculty to develop reasonable program level assessment techniques. (Complete – SLO Steering Committee)

www.deanza.edu/slo/accjc_evidence/AS_Notes_November_29th.pdf;
www.deanza.edu/slo/accjc_evidence/AS_notes_January_31st_2011_.pdf;
[www.deanza.edu/slo/newsletters/2014 Convocation Schedule.pdf](http://www.deanza.edu/slo/newsletters/2014%20Convocation%20Schedule.pdf)

14. The SLO Steering Committee will continue to refine SLOACs in all areas of the college in order to achieve meaningful use of data into practice. (Complete – SLO Steering Committee)

www.deanza.edu/slo/revisionMarch2011_Liaison_Workshop.pdf;
www.deanza.edu/slo/2011_Convocation_Summary.pptx;
www.deanza.edu/slo/newsletters/SLO_Convocation_Flyer_2012.pdf;
www.deanza.edu/slo/newsletters/NwsLter_June_2012.pdf;
www.deanza.edu/slo/newsletters/NwsLter_September_2012.pdf;
[www.deanza.edu/slo/minutes/2014 April SLO Team Minutes.pdf](http://www.deanza.edu/slo/minutes/2014%20April%20SLO%20Team%20Minutes.pdf);
www.deanza.edu/slo/faculty.html;
www.deanza.edu/gov/IPBT/programreview_2013_2014.html#bhes;

15. Develop a centralized technology training plan that addresses faculty training. (In Progress - Technology Task Force) To be completed in 2014-15.

16. Develop additional faculty training for Distance Education. (Complete – Academic Services)

The college has completed this but will continue to add more training. An Effective Practice Showcase has been facilitated every quarter and webinars have been hosted. The college has sponsored faculty in other professional development conferences including the Online Teaching Conference. Technology Supported Learning and Retention workshop: Feb. 4, 2011 & June 7,

2011; Effective Practices Showcase: Nov. 16, 2011, Feb. 24, 2012, May 22, 2012, Nov. 7, 2012.
www.deanza.edu/distance/eps.html; www.deanza.edu/distance/past_pd.html

17. Increase staff development in the institutional Strategic Initiatives: Outreach Student Retention and Success, Cultural Competence, and Community Collaborations. (In Progress – Academic Services Division) To be completed in 2014-15.

18. Create an inventory of areas that have departmental exit exams and encourage appropriate alignment with SLO assessments. (In Progress – SLO Steering Committee)

-Portfolios are used to assess Child Development PLO_3. See CD PLOAC Work.pdf in documents section of TracDat.

- The EWRT 211 students in all sections of the class for the spring 2012 quarter participated in a portfolio assessment of their ability to develop and organize essays throughout a quarter. See English Portfolio Assessments.pdf in document section of TracDat.

- Portfolios are used to assess Child Development PLO_3. See Journalism PLOAC Work.pdf in documents section of TracDat.

19. Faculty will develop and conduct a comprehensive approach to meaningful assessment of certificate and degree programs. (Complete – SLO Steering Committee)

www.deanza.edu/slo/accjc_evidence/SLO_Convocation_Flyer_2012.pdf;
www.deanza.edu/slo/accjc_evidence/2011_SLO_Convocation_Manual.pdf;
www.deanza.edu/gov/IPBT/programreview_2013_2014.html#bhes;

- Considering that perhaps developing PLOs for each certificate and degree is not recommended.

20. Develop a plan to assess General Education outcomes. (Complete– Curriculum Committee and Academic Senate) Reports are generated from TracDat. Navigate to www.deanza.edu/slo/tracdat.html. At the bottom of the page there is a link to a "public" account on TracDat that will allow a visitor the ability to run ad hoc reports within General Education Course areas.

21. Implement revised GE Philosophy and Area Descriptors for inclusion in 2013-14 catalog. (In Progress, to be completed fall 2014 – Curriculum Committee and Academic Senate)

www.deanza.edu/publications/catalog/pdf/dac_catalog_2013-2014.pdf

- The General Education Review proposal can be found in the Senate home page and is titled General Education Revision Proposed www.deanza.edu/gov/academicsenate/. The review process is in progress. It has not been completed. Two faculty forums and a vote will be held in fall 2014. Updates will be included in the 2015-16 catalog.

22. Assess student achievement of the GE outcomes and Institutional Core Competencies. (In Progress – Curriculum Committee and Academic Senate) 1st ICC/GE assessment completed in 2012, Critical Thinking ([www.deanza.edu/slo/minutes/2012_AS_Convocation_Pre-](http://www.deanza.edu/slo/minutes/2012_AS_Convocation_Pre-Presentation.ppt)

[Presentation.ppt](http://www.deanza.edu/slo/minutes/2012_AS_Convocation_Pre-Presentation.ppt)). Second assessment completed in 2014 with the change to the mission statement: www.deanza.edu/about/missionandvalues.html

23. Divisions will periodically review syllabi for consistency with appropriate standards, including content, methods and college policies. (In Progress – Office of Instruction) To be completed in 2014-15.
24. Working with Foothill College, draft a joint policy on program discontinuance for discussion at both colleges. (Complete – Academic and Professional Matters) The program discontinuance policy was discussed and approved at the Feb. 24, 2012 Chancellor's Advisory Council meeting and the administrative procedure at the April 13, 2012 meeting. Finally, the March 5, 2012 and March 12, 2012 Board of Trustees meeting minutes reflect discussion and approval of the program discontinuance policy. <http://fhdafiles.fhda.edu/downloads/aboutfhda/BOTMinutes031212.pdf>
25. Assess effect of elimination of Readiness co-requisites on student success and retention in developmental and freshman transfer-level English. (Complete – Learning Resources) [www.deanza.edu/ir/deanza-research-projects/Student Success Center Pre and Post Restructuring.pdf](http://www.deanza.edu/ir/deanza-research-projects/Student%20Success%20Center%20Pre%20and%20Post%20Restructuring.pdf)
26. Continue to evaluate the effectiveness of the overall college website through student focus groups and faculty and staff input. (In progress. Focus groups and surveys will be conducted in fall 2014 – Marketing)
27. Continue to improve and enhance the online searchable schedule of classes. (In Progress – Marketing) To be completed in 2014-15.
28. Improve Student Development-related websites in the content and presentation of information, including as it relates to academic honesty. (Complete – Student Development and Marketing) www.deanza.edu/studenthandbook/; www.deanza.edu/studentdevelopment/
29. Revamp the Student Handbook for content and presentation and increase visibility of the handbook on the college website. (Complete – Student Development and Marketing) www.deanza.edu/studenthandbook/academic-integrity.html and www.deanza.edu/studentdevelopment/studentjudicialaffairs.html
30. With the leadership of the vice president of Student Services, the dean of Counseling and Matriculation, and the Counseling Department chair, Counseling and Advising will evaluate through surveys, focus groups and In Progress discussions how to improve services. (In Progress – SSPBT) To be completed in 2014-15.
31. With the leadership of the associate vice president of Instruction, the college will hire a director for the redefined Office of Equity, Social Justice and Multicultural Education. (Complete – Academic Services) www.deanza.edu/equityoffice/
32. With the leadership of the AVPI, the director of ICCE, the director of Equity, Social Justice and Multicultural Education, and the director of Staff and Organizational Development, will collaborate with DASB to establish updated strategic plans focused on student access and

engagement for their departments. (In Progress – Academic Services) To be completed in 2014-15.

33. Assessment, in conjunction with the DARE Task Force, will determine, prioritize and implement best practices to improve Assessment Center services to students including in the placement of students in developmental education courses. (Complete – DARE Taskforce and Assessment)

-Test Prep Boot Camp & Math Modules completed, winter 2011; the completion date was April 1, 2013 when the Assessment Center implemented the multiple measure items into the Accuplacer assessment process.

34. The dean of Counseling and Matriculation will work with the Matriculation coordinator to establish a Matriculation Advisory Board. (Complete – SSPBT)

35. SSPBT will continue to refine Student Services Learning Outcomes Assessment Cycles to assist in planning, program evaluation and decision-making. (In Progress – SSPBT & SLO Steering) www.deanza.edu/gov/SSPBT/notes/

36. Working with other PBTs and College Council, SSPBT will review and modify the Annual Program Review Update and Comprehensive Program Review processes regularly. (Complete – SSPBT) www.deanza.edu/gov/SSPBT/ProgramReview.html

37. Develop an assessment plan for Program Level Outcomes. (Complete – SLO Steering Committee) [www.deanza.edu/slo/minutes/2014 April SLO Team Minutes.pdf](http://www.deanza.edu/slo/minutes/2014%20April%20SLO%20Team%20Minutes.pdf); www.deanza.edu/slo/minutes/index.html

38. Facilitate an increase in fully online, partially online and hybrid course offerings through Distance Learning instructional design and training assistance. (In Progress – Learning Resources) To be completed in 2014-15.

39. With leadership of the Learning Resources dean, engage more faculty in the integration of Library Services, including orientations as part of courses and Learning Communities. (In Progress– Learning Resources & Curriculum)

- Library redesign is under way. Planning agenda will be met with redesigned space in 2014-15.

40. Redesign Library space or create larger instructional lab to accommodate more students. (In Progress – Learning Resources) To be completed 2014-15.

- The Library and Learning Resources are undergoing a large-scale renovation project, which will address the space issues for students in instructional labs. www.deanza.edu/library/; www.deanza.edu/library/renovation.html; www.deanza.edu/measurec/

41. Redesign circulation and reference/instruction desk areas to improve service. (In Progress – Learning Resources) To be completed 2014-15.

- The Library and Learning Resources are undergoing a large-scale renovation project which will address the space issues for students in instructional labs.

42. Explore creative ways to utilize existing faculty and technologies to fully develop an enhanced information literacy program. (In Progress – Learning Resources & Academic Services) To be completed 2014-15.

Standard III: Resources

The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated SLOs, and to improve institutional effectiveness.

Description of Progress

43. Explore additional ways to educate employees about different working styles and interpersonal work relationships. (Complete – Academic Services)
- The Office of Staff and Organizational Development has ongoing workshops throughout the year that address working styles and interpersonal relationships. www.deanza.edu/ir/state-of-the-college-related-information/index.html; www.deanza.edu/gov/IPBT/facultyhiring.html
44. With the oversight of College Council and College Planning Committee, continue to ensure Educational Master Plan goals and integrated planning drive staffing decisions. (Complete – College Council)
- Faculty hire requests are ratified by College Council and are aligned with program data and institutional goals.
45. With the leadership of the associate vice president of Instruction, the college will hire a director for the redefined Office of Equity, Social Justice and Multicultural Education. (Complete –Academic Services) www.deanza.edu/equityoffice/
46. With the leadership of the AVPI, the director of ICCE, the director of Equity, Social Justice and Multicultural Education, and the director of Staff and Organizational Development, will collaborate with DASB to establish updated strategic plans focused on student access and engagement. (In Progress--Academic Services) To be completed in 2014-15.
47. Explore opportunities to maximize staff development during times of constrained budget. (Complete – Office of Staff and Organizational Development & Academic Services)
- The Office of Staff and Organizational Development has ongoing workshops throughout the year that address working styles and interpersonal relationships. www.deanza.edu/ir/state-of-the-college-related-information/index.html; www.deanza.edu/gov/IPBT/facultyhiring.html
48. Increase communication throughout shared governance about the integration of human resources planning with institutional planning. (Complete – College Council)
- All decisions are brought to College Council for approval (centralized approach). Budget allocations are shared with shared governance groups. All PBTs affirm that resource planning is aligned with institutional planning. www.deanza.edu/gov/IPBT/facultyhiring.html
49. Complete the update of the Facilities Master Plan. (Complete - Educational Resources) www.deanza.edu/gov/campus_facilities/pdf/DAC_FacilitiesMasterPlan2011_16.pdf

50. Work toward a centralized technology training plan, based on wide-ranging input from faculty, staff and students, as well as all staff involved in delivering training, both at the campus and district level. The plan should address the questions of how training needs are assessed and how training will be assessed and evaluated, in addition to guiding users toward the appropriate location to receive the training. (In Progress - Technology Taskforce) To be completed in 2014-15.

51. Continue to integrate the Information Technology Strategic Plan into campus planning and budgeting initiatives. (In Progress - Technology Taskforce) To be completed in 2014-15.

52. Develop clear policies and processes for writing and pursuing grants. (Complete – Budget Committee) www.foundation.fhda.edu/faculty-and-staff/

53. Working with other Planning and Budget Teams and College Council, the Finance and Educational Resources Planning and Budget Team will review and modify the Annual Program Review Update and Comprehensive Program Review processes regularly. (Complete - FERPBT) www.deanza.edu/gov/ERCOPBT/ProgReviews.html; www.deanza.edu/gov/ERCOPBT/notes/FERPBTNotes11_08_13.html; www.deanza.edu/gov/ERCOPBT/notes/FERPBTNotes03_14_14.html; www.deanza.edu/gov/ERCOPBT/ProgReviews.html

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Description of Progress

54. Continue review of governance and decision-making models. (Complete - College Council) - College Council ratified the Six-Year Planning and Resource Allocation Cycle with the latest revision including 2014-15 as a year of reflection. www.deanza.edu/ir/planning/

55. Encourage faculty, staff and administrators to improve communication by maintaining and updating websites. (Complete – College Council)
- Districtwide OMNI update in progress as a license has been obtained to begin the process to migrate and improve faculty websites and provide website access for all faculty wishing to develop their website.

56. Improve understanding of shared governance process by standardizing the governance website in presenting roles, charges and responsibilities of shared governance groups. (Complete - College Council) Created the Governance Handbook and governance is assessed by the College Planning Committee annually. www.deanza.edu/gov/gov_eHandbook_rev3-31.pdf

57. Explore release time and/or stipends for classified professional participation in leadership roles as a way of encouraging widespread participation in governance. (In Progress – College Council)

- Administrative team has explored release/stipends with district HR.
- College Council will be exploring ways for wider participation of classified professionals to participate in shared governance in 2014-15.

58. Produce a governance e-Handbook describing governance groups and decision-making processes in a standardized online format. (Complete – College Council)

- Governance handbook was completed in 2012 and is reviewed annually by the CPC.
www.deanza.edu/gov/gov_eHandbook_rev3-31.pdf

59. Work with the Chancellor’s Office to increase the understanding and awareness of the campus community about trustee and district advocacy activities. (Complete – College Council)

- The Board of Trustees evaluation reflected the need for campus visibility and a need to know how to advocate for the colleges.
- Trustees report at every Board meeting on advocacy activities.
- Board Trustees mentor Student Trustees to support their understanding of district and college matters.

60. Increase awareness and implementation of the Six-Year Planning and Assessment Cycle and in the Ed. Master Plan as it relates to budget and resource allocation. (College Council –

Complete) www.deanza.edu/ir/state-of-the-college-related-information/index.html;
www.deanza.edu/ir/planning/