



An Equity Framework: Educational Master Plan 2015–2020

Fall 2016 Update



OVERVIEW

This document serves as an annual update to the De Anza College Educational Master Plan 2015-2020. The complete document compiles and publishes data presented to the College Planning Committee, Academic Senate and College Council in fall 2016.



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SUMMARY OF STUDENT DEMOGRAPHICS

De Anza College undertakes integrated planning, which includes establishing goals and understanding key demographics and variables, both internal and external, that affect the college. Key Student Characteristics and Key Data are used to examine trends in student access, success, equity, basic skills and community engagement.

Key Student Characteristics, Fall 2015

- Students from De Anza’s service area represent about 15 percent of the student population.
- Fifty-one percent of the college’s students reside in the city of San Jose. About 12 percent live in Sunnyvale, 5 percent in Cupertino and 7 percent in Santa Clara.
- Fifty-one percent of students are considered full-time, taking 12 or more units.
- There are 2,090 international students attending the college.
- Ten percent of students have already completed a bachelor’s degree or higher.
- Fifty-one percent of students identify as male, 48 percent as female.

Listing of Key Data

1. Fall Headcount
2. Ethnic Distribution of Students
3. Basic Skills Course Completion Rate – English, Math and ESL*
4. Student Participation in Community/Civic Engagement Courses*
5. Career Technical Education Employment Status*
6. Career Technical Education (Vocational) Completion Rates*
7. Persistence for Targeted Groups*
8. Course Completion by Targeted Groups*
9. Total Full-time Equivalent Students (FTES) Enrolled*
10. Enrollment of Students Residing in Geographic Locations with Historically Low Participation Rates*
11. Santa Clara County Adult Population and De Anza Headcount
12. Santa Clara Adult Population and College Students by Ethnicity
13. Student Success Scorecard Completion Rate – Prepared and Unprepared Students*
14. Annual Course Completion Rate – Overall and Online Courses*
15. Number of Associate Degrees and Certificates Awarded
16. Transfers to Four-Year Colleges
17. Student and Teaching Faculty by Ethnicity
18. Employees by Job Group and Ethnicity

*Institutional Metrics

STUDENT ACHIEVEMENT DATA

1. Fall Headcount

Fall headcount decreased by 2 percent from 2014 to 2015, from 23,230 to 22,620.

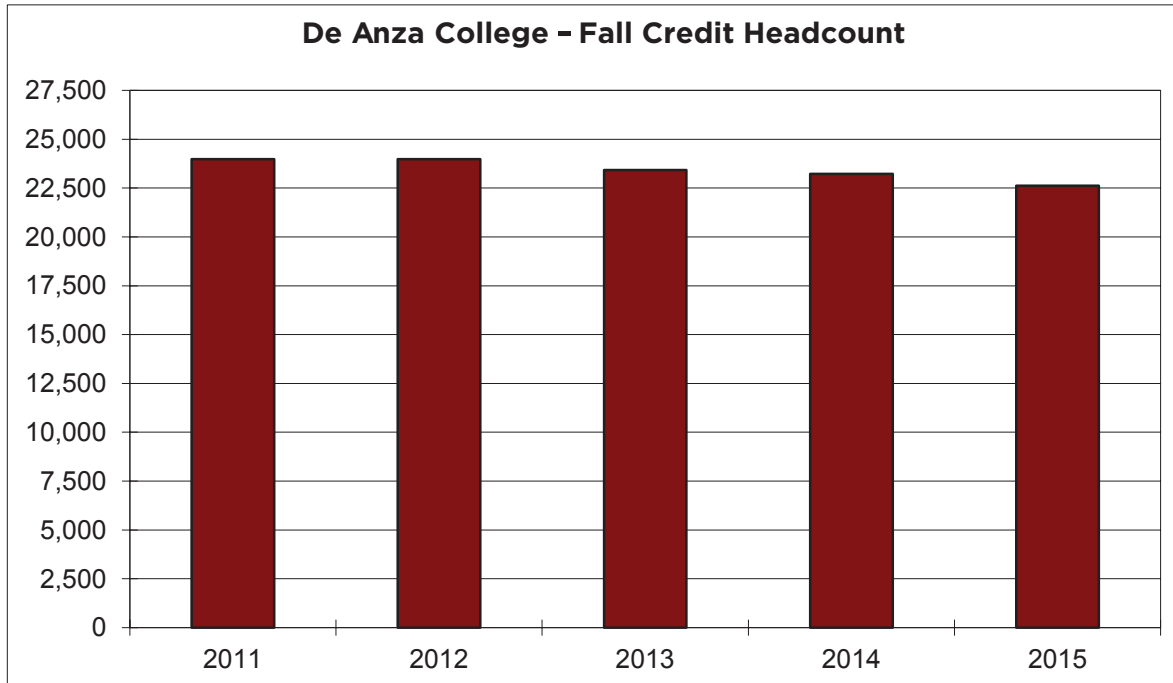


Figure 1

Source: FHDA IR&P

2. Ethnic Distribution of Students

Students identifying as Asian, Filipino or Pacific Islander were 46 percent of the fall 2015 enrollment, consistent with fall 2014. The Latina/o population was 27 percent, an increase of 1 percentage point from fall 2014. The African American population remained stable at 4 percent.

De Anza College - Headcount Percentage Distribution by Ethnicity Fall 2015

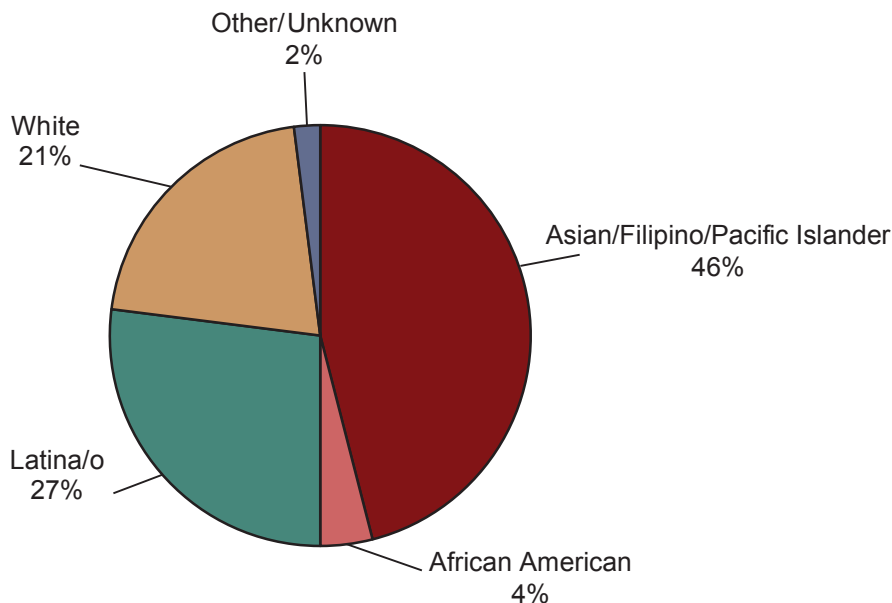


Figure 2

Source: FHDA IR&P

3. Basic Skills Course Sequence Completion Rates - English, Math and ESL*

The basic skills sequence completion rate tracks students from any basic skills level to a transfer-level course. The college has established an institutional metric for completion rates by the year 2020: 77 percent for English, 57 percent for Math and 50 percent for ESL. The current success rates are 74 percent in English, 53 percent in Math and 41 percent in ESL.

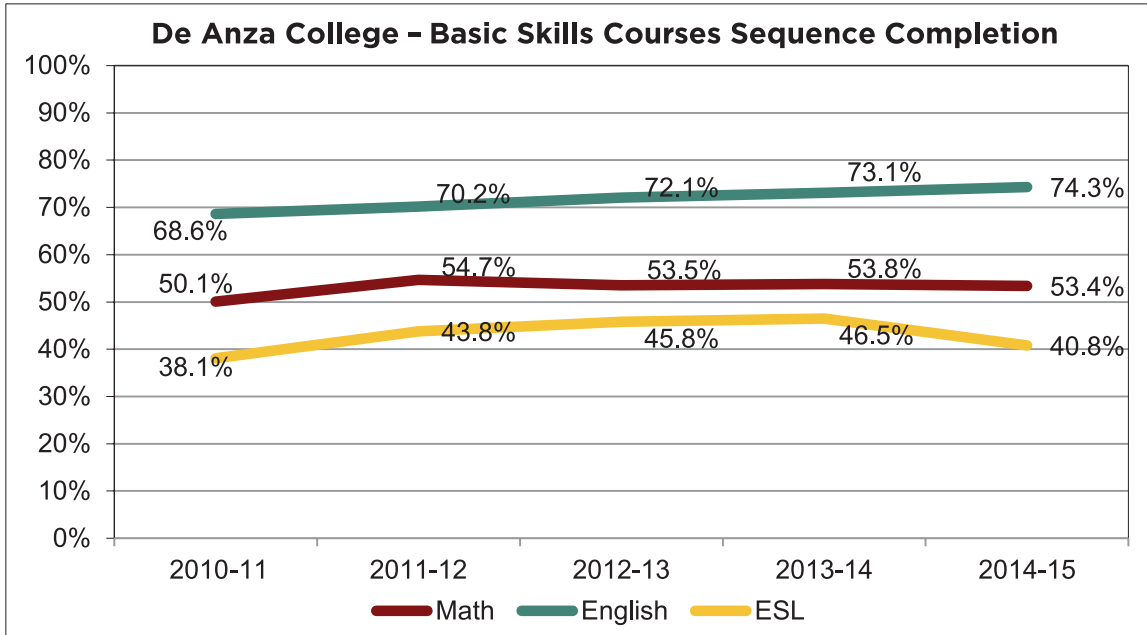


Figure 3

Source: Student Success Scorecard (SSSC) 2015

4. Student Participation in Community/Civic Engagement Courses*

The college set a civic engagement goal for 2020 of having at least 6 percent of students (those seeking transfer or a degree) enrolled in at least one course with a community/civic engagement component. The figure is currently at 4 percent.

De Anza College - Fall 2015
Percent of Students with a Goal of Transfer or Degree
Enrolled in a Section with a Community/Civic Engagement Component

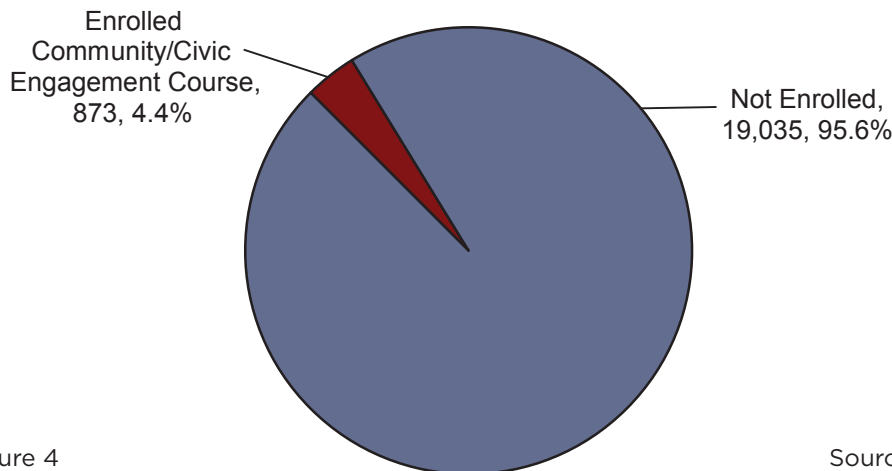


Figure 4

Source: DA IR&P

5. Career Technical Education Employment Status*

By 2020, this institutional metric calls for 57 percent of students enrolled in career technical education to be employed full time one year after leaving De Anza. The average full-time employment rate over the past four years was 49 percent and the current rate is 44 percent.

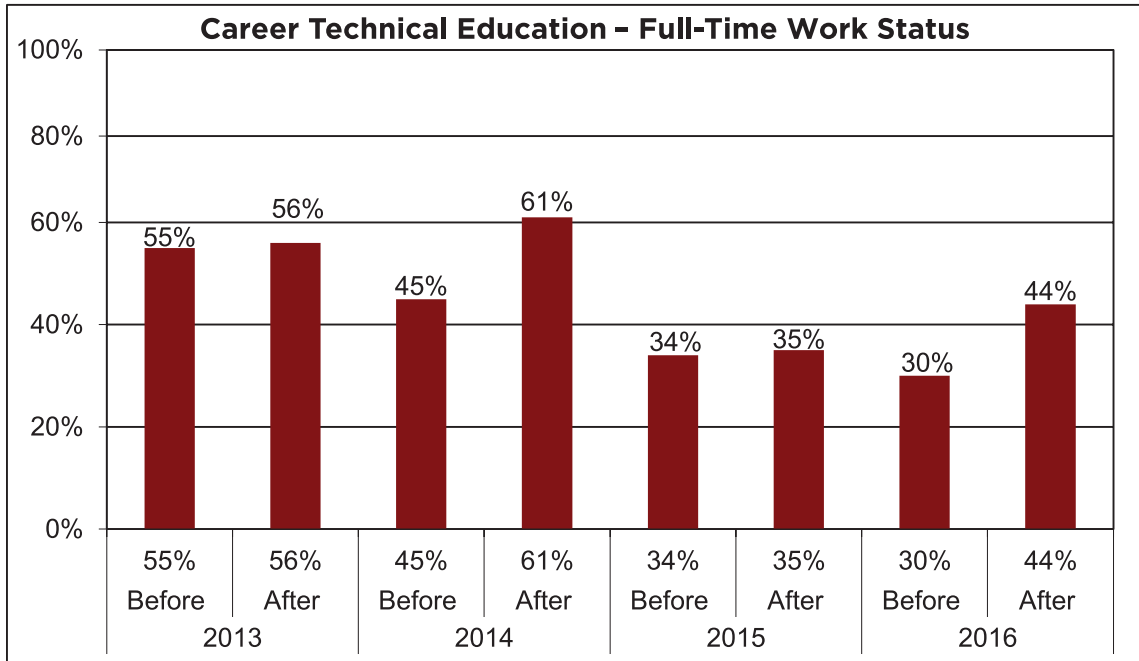


Figure 5 Source: CTE Outcomes Survey, work status before and after studies/training

6. Career Technical Education Completion Rates*

The 2020 goal for Career Technical Education calls for 58 percent of Career Technical Education students to complete their program. The average for the last five years was 50 percent and the current rate is 57 percent.

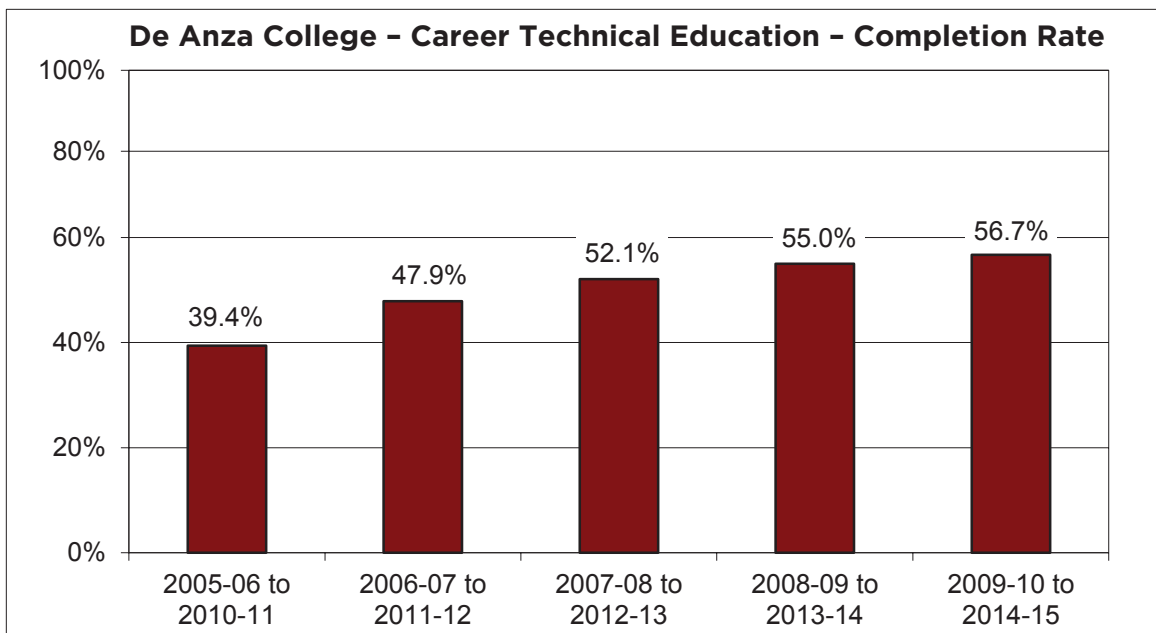


Figure 6 Source: SSSC 2015

7. Persistence by Ethnicity*

There are two metrics for persistence. The goal for all students is 75 percent by 2020, which is achieved by the current rate. The second goal is to achieve a difference of no more than 5 percentage points between the average persistence rates of targeted and non-targeted groups. That goal has also been met in the current average rates for targeted and non-targeted groups, which are both 71 percent.

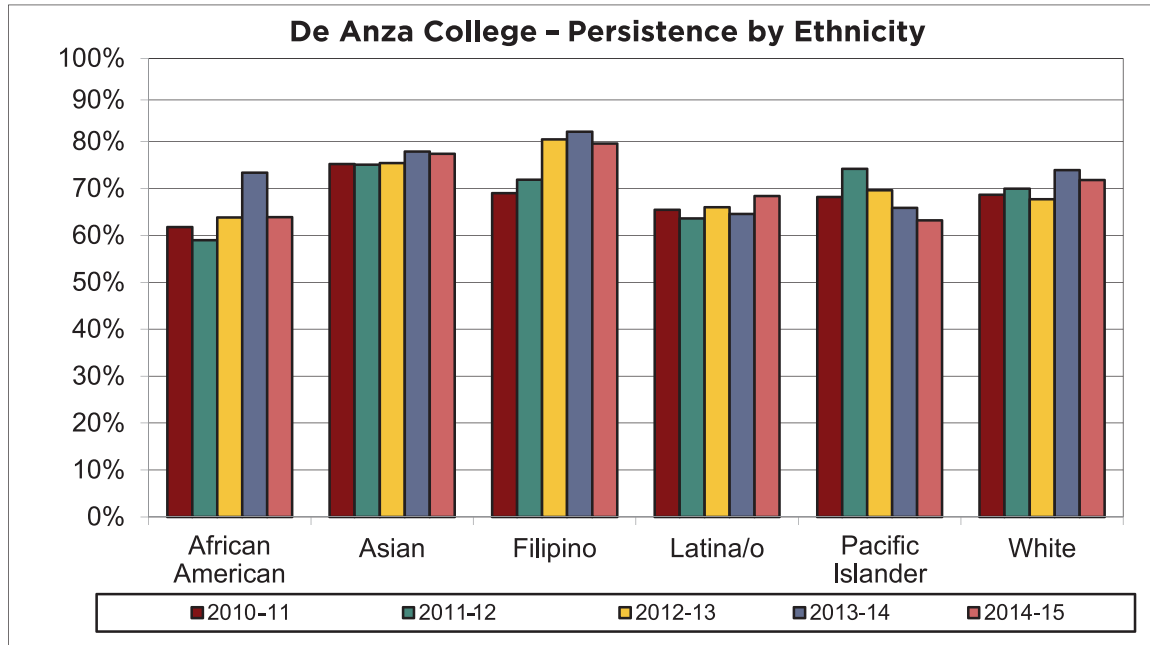


Figure 7

Source: SSSC 2015



8. Annual Course Completion Rate by Ethnicity

The institutional metric for course completion is a difference of no more than 5 percentage points between the annual rates for targeted and non-targeted groups. The goal for African American, Latina/o and Filipino students is 72 percent by 2020. The current rate for these groups combined is 68 percent.

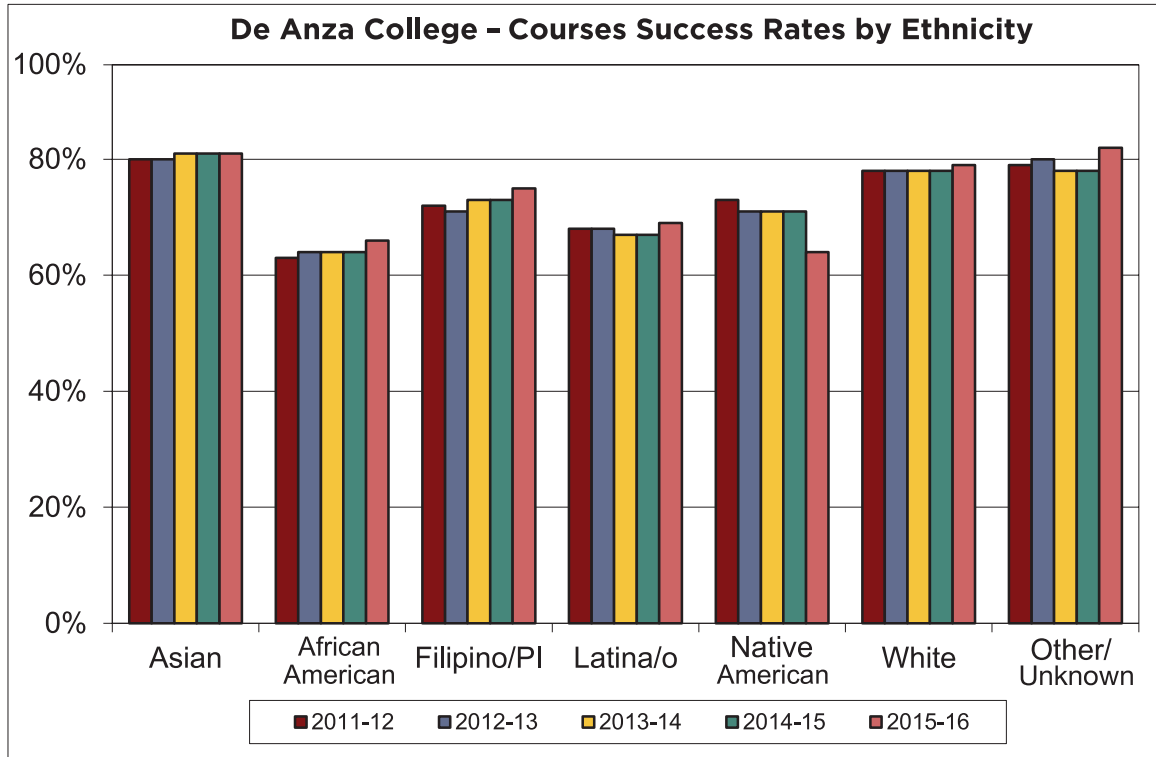


Figure 8

Source: DA IR&P



9. Total Full-Time Equivalent Student (FTES) Enrollment*

Full-time equivalent student enrollment decreased from 19,492 in 2014-15 to 19,135 in 2015-16. The institutional metric calls for FTES enrollment to increase to 20,000 by 2020.

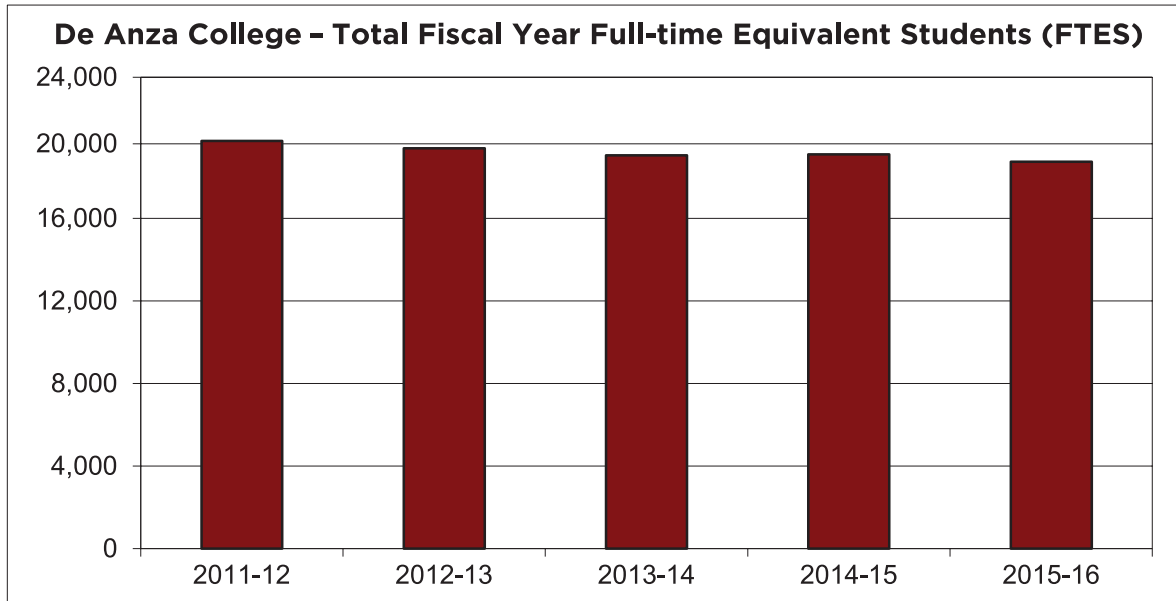


Figure 9

Source: FHDA IR&P

10. Students Residing in Geographic Locations with Historically Low Participation Rates*

The institutional metric for outreach is for students residing in geographical locations with historically low participation rates to comprise 47 percent of fall enrollment. The current rate is 45 percent with the five-year average at 44 percent.

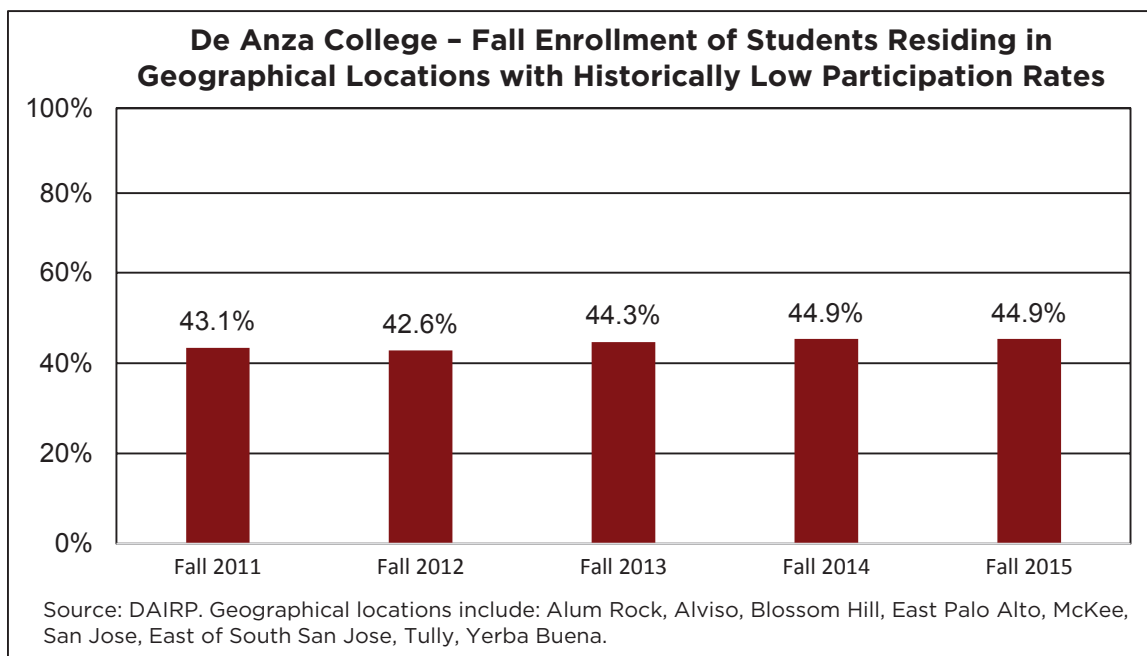


Figure 10

Source: DA IR&P

11. Santa Clara County Adult Population and De Anza Headcount

De Anza’s student body represented 1.53 percent of all Santa Clara County adults in fall 2015. This rate has decreased from 1.71 percent over the past five years.

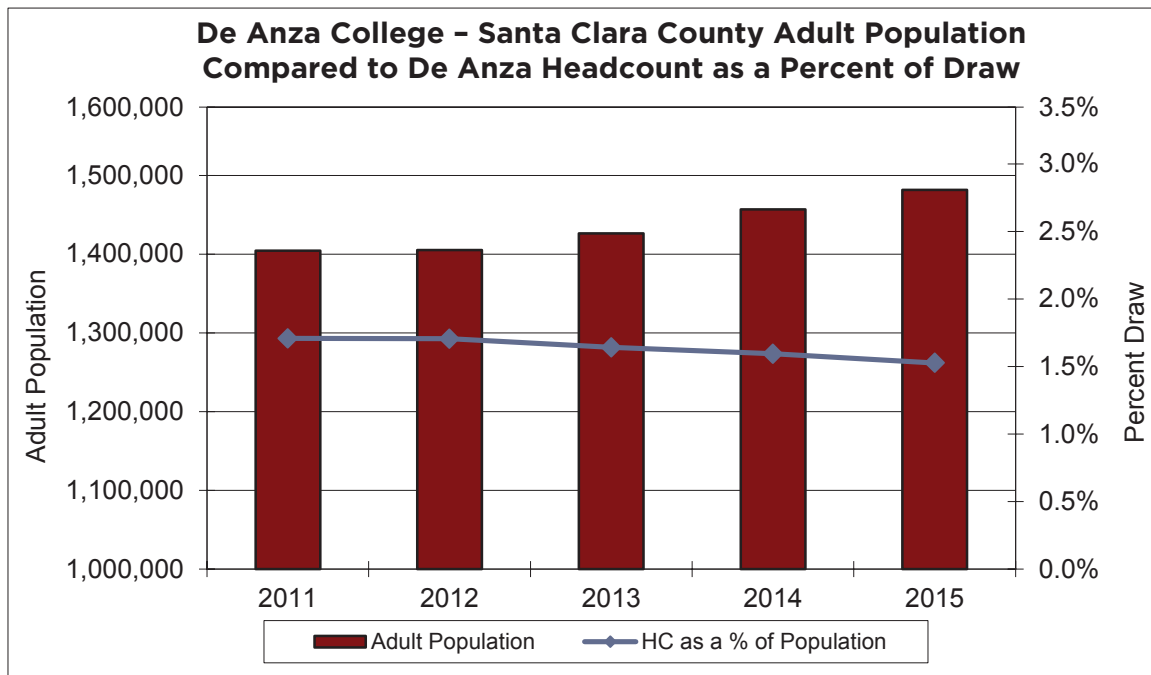


Figure 11

Source: FHDA IR&P and CA Department of Education

12. Santa Clara County Adult Population and De Anza Students by Ethnicity

De Anza’s enrollment of Asian, Filipino and Pacific Islander students in 2015 was 10 percentage points higher than those groups were represented in the county population as a whole. African American and Latina/o students were also enrolled at a higher rate at De Anza than the groups were represented in the county population.

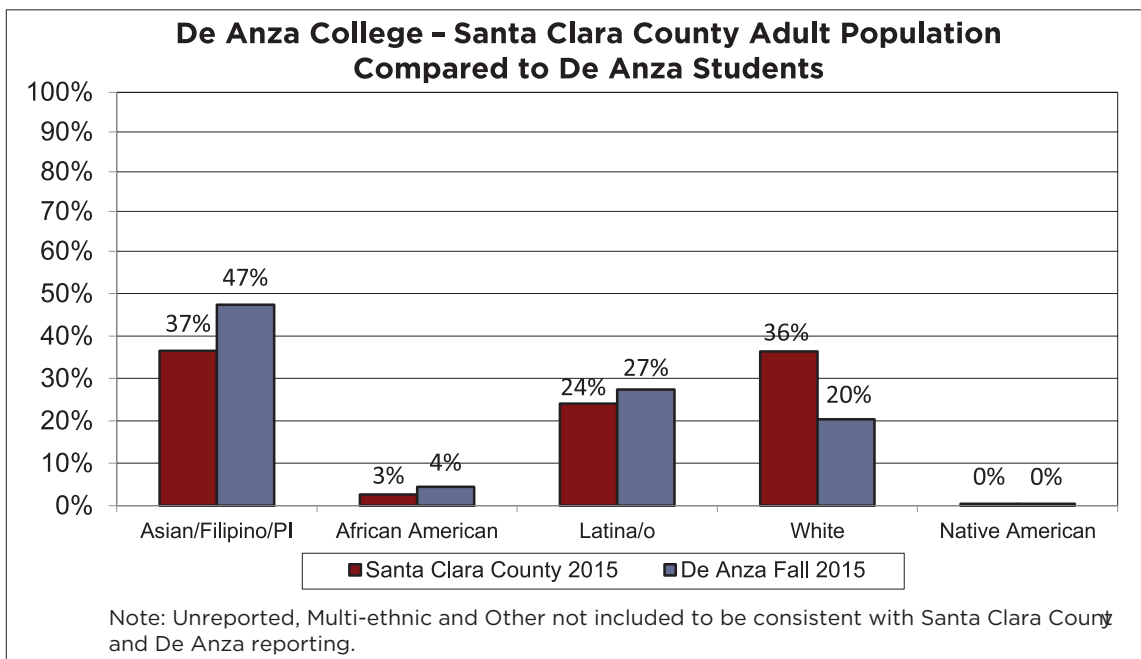


Figure 12

Source: FHDA IR&P and American Community Survey

13. Student Success Scorecard Completion Rate - Prepared and Unprepared Students

The metric for degree/certificate/transfer completion is set at 71 percent or the highest score in the college’s peer group. The rate is currently at 66 percent, achieving the college peer group high. For prepared students, or those who do not take a basic skills course, the metric is set at 89 percent; the current rate is 80 percent. The metric for unprepared students, or those who took a basic skills course, is set at 62 percent. The rate is currently 60 percent.

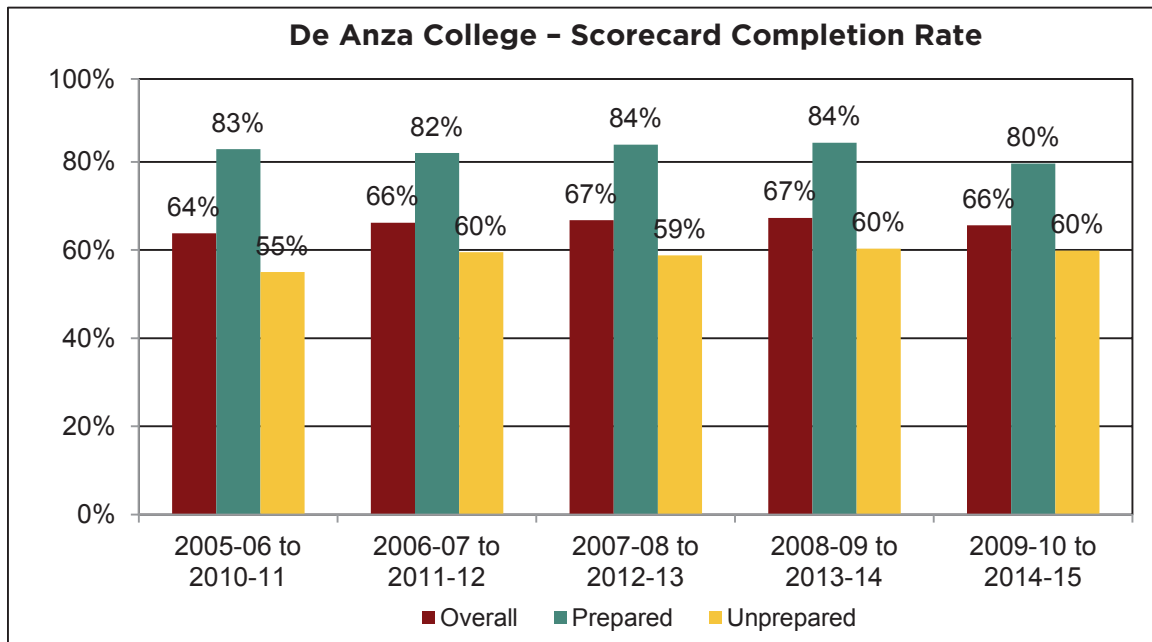


Figure 13

Source: SSSC 2016



14. Annual Course Completion Rate - Overall and Online Courses

The overall metric for annual course completion is a rate of 77 percent. The average over the last five years was 76 percent; the current rate is 77 percent. The metric for online course completion is 75 percent. The five-year average was 66 percent and the current rate is 72 percent.

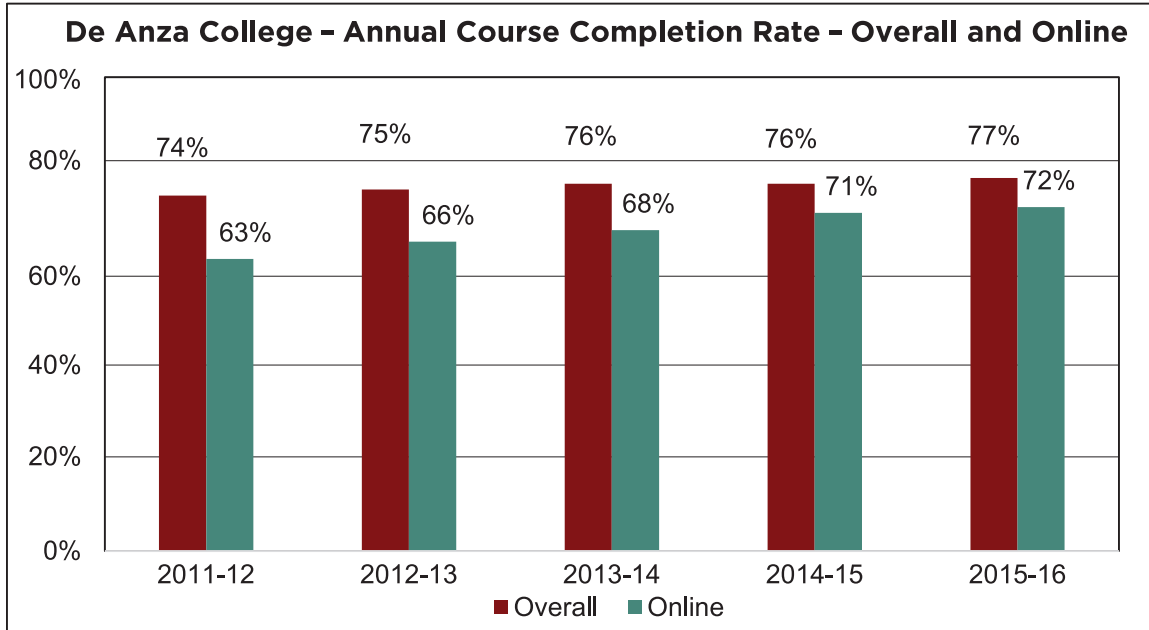


Figure 14

Source: DA IR&P

15. Number of Associate Degrees and Certificates Awarded

Between 2014-15 and 2015-16, the number of degrees awarded increased by more than 100, from 1,701 to 1,810. The number of certificates awarded declined from 584 to 518, as more students have chosen to pursue degrees.

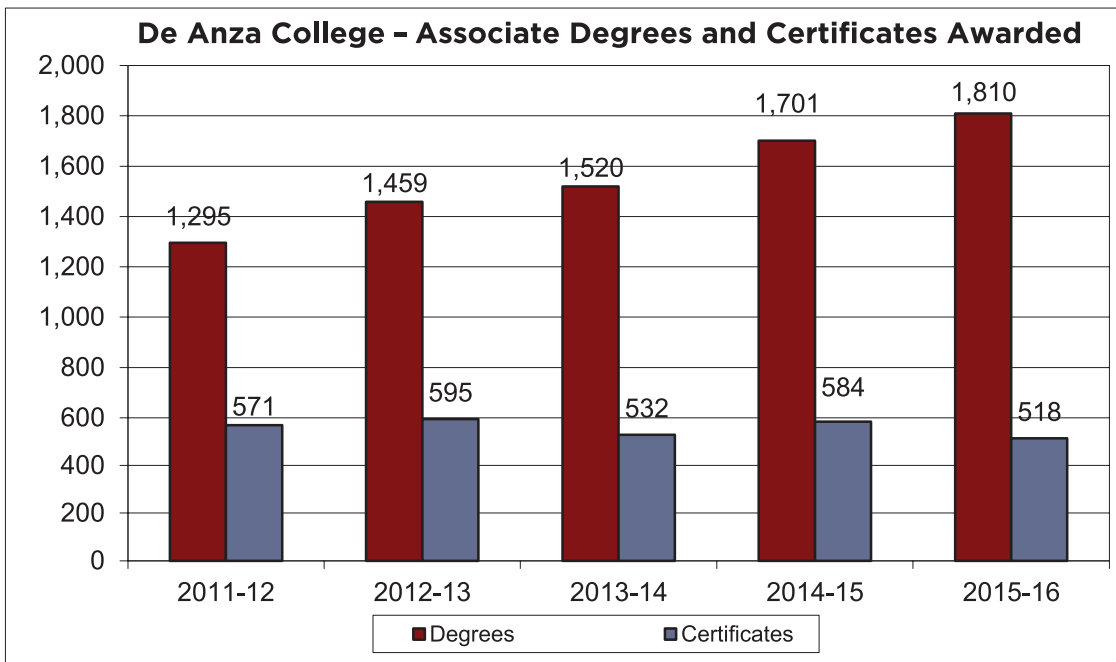


Figure 15

Source: DA IR&P

16. Transfers to Four-Year Institutions

The institutional metric calls for 2,800 student transfers annually, by 2020, to four-year institutions: the University of California, California State University, in-state private universities and out-of-state schools. The current annual rate is 2,576 and the five-year average is 2,546. UC transfers increased from 756 in 2013-14 to 815 in 2014-15, while CSU transfers decreased from 1,396 to 1,335. In recent years, some CSUs - including San Jose State University, De Anza's top transfer institution - have limited their enrollments.

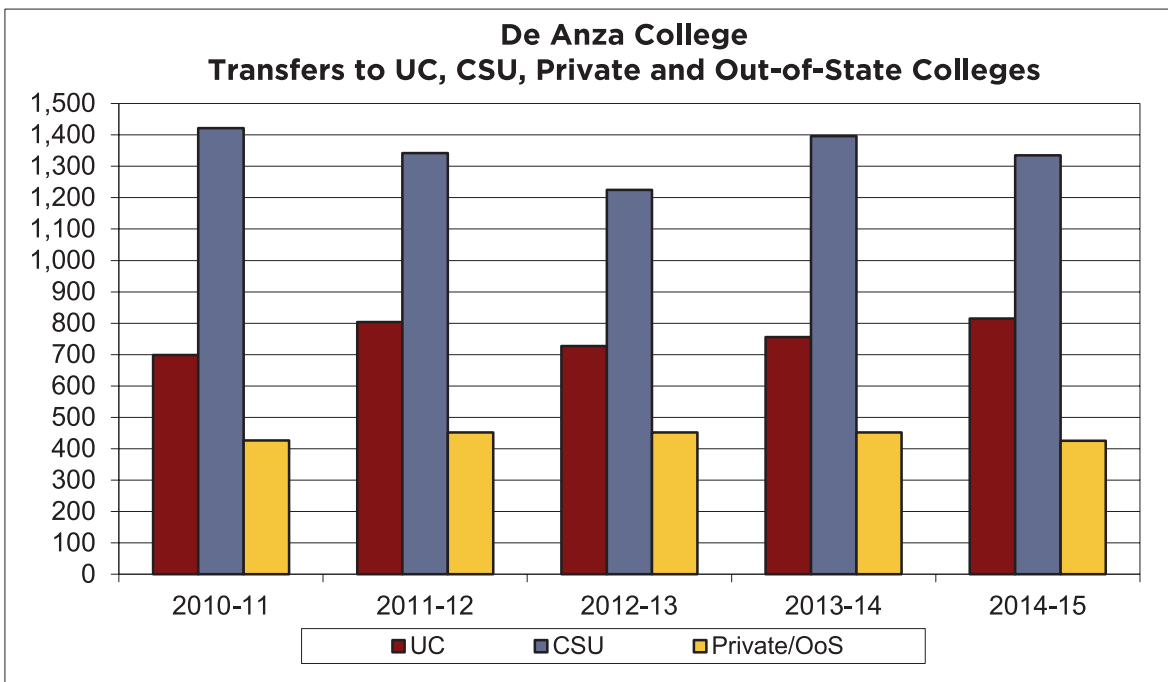


Figure 16

Source: CCCCCO, CSU, UC



17. Faculty-to-Student Ethnic Distribution

The percentage of non-white faculty has been increasing over the past several years, resulting in an ethnic distribution closer to that of the student population. White instructors still constitute more than half of the faculty, while white students are less than a quarter of the student population. Faculty-to-student ethnic distribution is within 5 percentage points for African Americans.

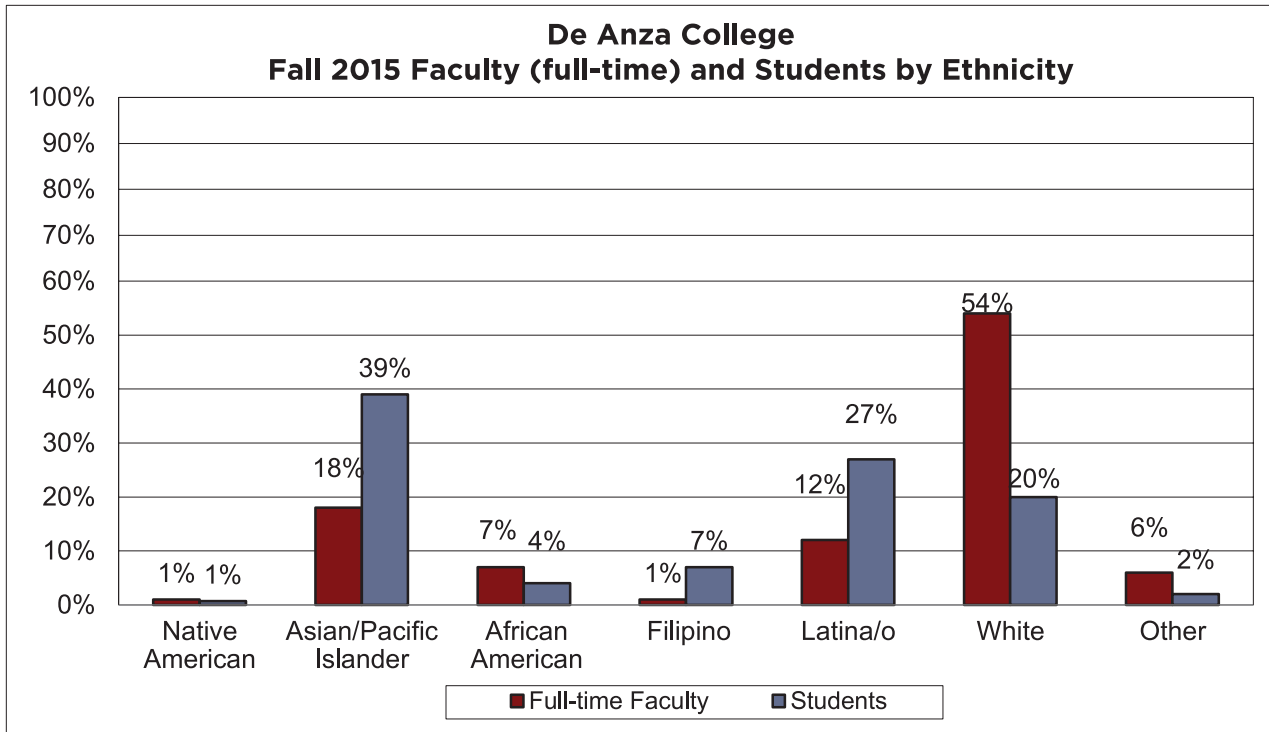


Figure 17

Source: FHDA IR&P

18. Employees by Job Group and Ethnicity

Classified employees are the largest portion of employees who identify as Asian, Pacific Islander or Latina/o. Full-time faculty are the largest portion of employees who identify as White.

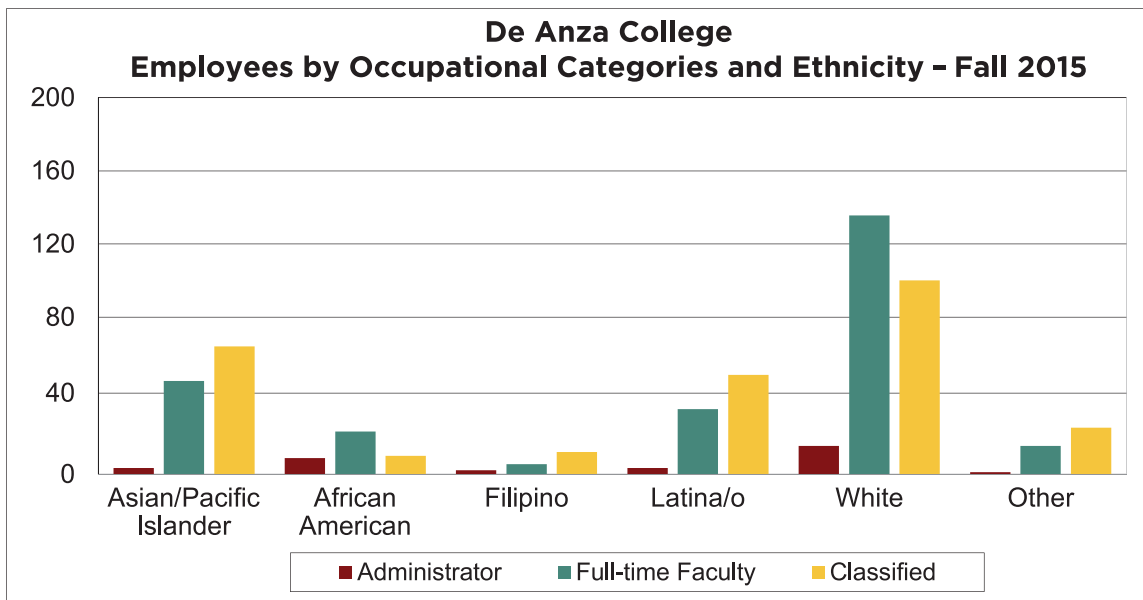


Figure 18

Source: FHDA IR&P

INSTITUTIONAL METRICS

The college developed 22 institutional metrics for the Educational Master Plan 2015-2020. Targets for each institutional metric are set for achievement by spring 2020, with progress reported annually. Goals based upon De Anza College’s institutional Strategic Initiatives – Outreach, Individualized Attention to Student Retention and Success, Equity, and Civic Engagement – continue to be tracked through several metrics. The list also includes metrics in the areas of Basic Skills, Career Technical Education, Equity, Funding, Outreach, Planning, Success and Retention, and Transfer.

Institutional Metrics

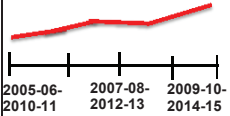
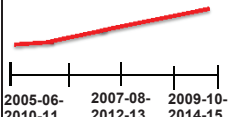
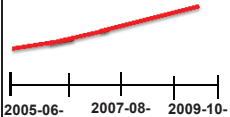
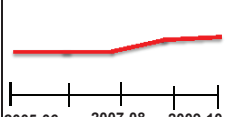
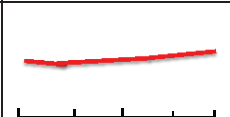
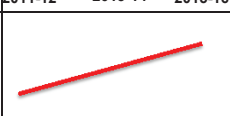
EMP Area	Measure	5 Year Average	Current Rate	5-Year Trend	Master Plan Goal	Aspirational Goal	Standard
Basic Skills	The basic skills English course sequence completion rate will achieve 77 percent (Scorecard metric and IEPI indicator).	72%	74%		77%	79%	69%
Basic Skills	The basic skills Math sequence completion rate will achieve 57 percent (Scorecard metric and IEPI indicator).	53%	53%		57%	59%	51%
Basic Skills	The basic skills ESL sequence completion rate will achieve 50 percent (Scorecard metric and IEPI indicator).	43%	41%		50%	52%	41%
Civic Engagement	Six percent 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.	4%	4%		6%	8%	3%
Career Technical Education	Fifty-seven percent of students who were enrolled in a career technical education program will be employed full time one year after leaving De Anza.*	49%	44%		57%	59%	58%
Career Technical Education	De Anza will have a 58 percent completion rate for the Career Technical Education completion rate (Scorecard metric and IEPI indicator).	50%	57%		58%	60%	45%

Institutional Metrics

EMP Area	Measure	5 Year Average	Current Rate	5-Year Trend	Master Plan Goal	Aspirational Goal	Standard
Equity	Targeted groups will persist at a rate within 5 percent of all other groups (Scorecard metric).	69% - Average of Targeted vs 72% Nontargeted	71% - Average of Targeted vs 71% Nontargeted		75% - African American, Latina/o and Filipino	77% - African American, Latina/o and Filipino	67% - African American, Latina/o and Filipino
Equity	There will be no more than a 5 percentage point difference between the annual course completion rate for targeted groups and all other groups (IEPI indicator).	68% - Average of Targeted vs 74% Nontargeted	70% - Average of Targeted vs 77% Nontargeted		72% - African American, Latina/o and Filipino	74% - African American, Latina/o and Filipino	67% - African American, Latina/o and Filipino
Funding	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures will remain stable at 97 percent (IEPI Indicator).	97%	97%		97%	97%	97%
Funding	The annual FTES enrollment will increase to 20,000 (IEPI indicator).	19,599	19,135		20,000	20,200	19,578
Outreach	Fall enrollment of students residing in geographical locations with historically low participation rates will increase to 47 percent.	44%	45%		47%	49%	42%
Planning	The college will attain the status of Fully Accredited – No Action in fall 2017 from the accrediting commission (IEPI Indicator).	Fully Accredited – No Action	Fully Accredited – No Action		Fully Accredited – No Action	Fully Accredited – No Action	Fully Accredited – No Action

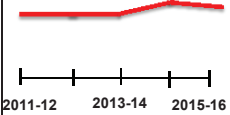
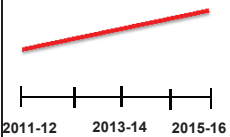
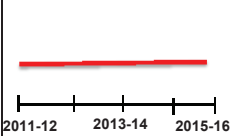
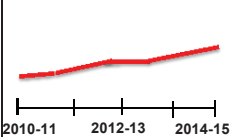


Institutional Metrics

EMP Area	Measure	5 Year Average	Current Rate	5-Year Trend	Master Plan Goal	Aspirational Goal	Standard
Success and Retention	The college will attain an overall persistence rate of 75 percent (Scorecard metric).	72%	75%		75%	78%	73%
Success and Retention	The college will achieve a rate of 71 percent or the highest score within the peer group on the overall scorecard completion rate (Scorecard metric, IEPI indicator).	66%	66%		71%	73%	64%
Success and Retention	The college will achieve a rate of 89 percent or the highest score within the peer group on the scorecard completion rate for prepared students (Scorecard metric, IEPI indicator).	83%	80%		89%	91%	82%
Success and Retention	The college will achieve a rate of 62 percent or the highest score within the peer group on the scorecard completion rate for unprepared students (Scorecard metric, IEPI Indicator).	59%	60%		62%	64%	57%
Success and Retention	The college will achieve a rate of 77 percent for the annual course completion rate (IEPI indicator).	76%	77%		77%	78%	74%
Success and Retention	The college will achieve a rate of 75 percent for the annual course completion rate for online courses.	68%	72%		75%	77%	64%



Institutional Metrics

EMP Area	Measure	5 Year Average	Current Rate	5-Year Trend	Master Plan Goal	Aspirational Goal	Standard
Success and Retention	The college will achieve a rate of 60 percent for the annual course completion rate by subject for the lowest achieving subject areas.	61%	61%		60%	63%	60%
Success and Retention	The number of associate degrees awarded will increase to 2,100 (IEPI indicator).	1,557	1,810		2,100	2,300	1,500
Success and Retention	The number of certificates awarded will increase to 675 (IEPI Indicator)	560	518		675	700	500
Transfer	The number of students who transfer to a four-year institution will increase to 2,800 (IEPI indicator).	2,546	2,576		2,800	2,850	2,400

Master Plan Goal = The rate that will be used in the document. This is a rate that the college can achieve year after year.

Aspirational Goal = The rate the college will work toward achieving. It is set at a high, aspirational level.

Standard = The rate set at the lowest level that the college would not want to drop below. If it did, the college would want to take steps to increase the rate.

IEPI Metric = Institutional Effectiveness Partnership Initiative Framework Indicator as required by the State Chancellor's Office

Scorecard Indicator = Chancellor's Office Student Success Scorecard

Data is reported for the most current time period available based on the data source.

* These data are based on survey responses which change annually and affect the results.



PROGRAM REVIEW, INTEGRATED COLLEGE PLANNING AND RESOURCE ALLOCATION

The Six-Year Integrated Planning, Assessment and Resource Allocation Cycle

In accordance with the college-approved planning cycle, the process of resource allocation was continued within each planning and budget team and approved by College Council. Each team posts its annual and comprehensive reviews on its respective website.

- Instructional Planning and Budget Team (IPBT)
http://www.deanza.edu/gov/IPBT/program_review_files.html
- Student Services Planning and Budget Team (SSPBT)
<http://www.deanza.edu/gov/SSPBT/ProgramReview.html>
- Finance and College Operations Planning and Budget Team (FCOPBT)
<http://www.deanza.edu/gov/ERCOPBT/ProgReviews.html>
- Faculty ranking and hiring also took place within the IPBT, as in prior years.
(<http://www.deanza.edu/gov/IPBT/facultyhiring.html>)

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 Physical/Mental Wellness in 2014-15 and the ICC of Information Literacy in 2015-16.

In addition, College Council converted the College Planning Committee (CPC) into the Accreditation Steering Committee for the 2015-16 and 2016-17 academic years. The steering committee is charged with establishing and organizing the accreditation process, monitoring progress and completing accreditation Standard I. The committee meets monthly and includes a representative from each of the shared governance groups, which have been assigned standards in their areas of expertise. All relevant documents as well as standards assignments are listed on the Accreditation 2017 webpage (<http://deanza.edu/accreditation/2017/index.html>). The college will continue to work on the Institutional Self-Evaluation Report and Quality Focus Essay during the 2016-17 year in preparation for the site visit in fall 2017.

The college also developed, through the Facilities Committee, the Facilities Master Plan ([http://www.boarddocs.com/ca/fhda/Board.nsf/files/AD49BP21AD3B/\\$file/Foothill-DeAnza_FMP2016_FinalDraft_20160819.pdf](http://www.boarddocs.com/ca/fhda/Board.nsf/files/AD49BP21AD3B/$file/Foothill-DeAnza_FMP2016_FinalDraft_20160819.pdf)), which was approved by College Council and the Foothill-De Anza Community College District board of trustees. Similarly, the Technology Committee developed the Technology Plan, which was approved by College Council in December 2016 and will be presented to the board upon completion of the district Technology Plan.

The college will continue its planning processes in 2016-17 with an Annual Program Review Update (APRU). Divisions and departments will continue to work with their equity core teams to complete and update their equity plans. In addition, the Curriculum Committee will continue to review curriculum based upon the five-year curriculum review cycle.

College Planning Committee/Accreditation Steering Committee

The CPC developed a process for guiding the college through the self-evaluation process consistent with the accrediting Commission's standards, guidelines and policies. The committee assigned standards to governance groups in areas of their expertise. It then provided trainings to each of the groups and asked them to complete the Accreditation Matrix for their standards by June 30, 2016. The committee set monthly goals and deadlines, monitored progress and reported to College Council monthly. The committee also developed a template for the writing of the Institutional Self-Evaluation Report (ISER). The template was shared with governance groups in the fall.

The committee also designed and administered, incorporating College Council feedback, accreditation surveys to all employees and a representative sample of students. These can be found at http://deanza.edu/ir/deanza-research-projects/2016-17/Employee_Accreditation_Survey_Spring2016.pdf and <http://deanza.edu/ir/deanza-research-projects/2016-17/Student%20Accreditation%20Report%202016.pdf>. The survey also included questions pertaining to the Institutional Core Competencies, which were disaggregated by ethnicity, gender and first-generation status (http://deanza.edu/accreditation/2017/pdf/StudentAccreditationICCs_2016.pdf). The results are posted on the Accreditation 2017 page and will be shared widely across the campus. The self-evaluation teams will also be referencing the survey results as relevant to their assigned standards.

The CPC also published the planning calendar, which it does annually, and shared it with the planning and budget teams (http://deanza.edu/ir/planning/planning_files/Planning%20Calendar%202015-16.doc).

The committee changed its method for assessing governance groups, replacing a survey with two thoughtful questions around equity and the college mission. The results of the new Annual Governance Reflection questions are included below.

In addition, the CPC reviewed and updated the governance website and eHandbook to ensure that all information was current (<http://deanza.edu/gov/>). The committee updated the planning calendar, with feedback from all PBTs and College Council, to reflect the new seven-year accreditation cycle, and developed an infographic to accompany the planning "quilt" to make it easier to understand (http://deanza.edu/ir/planning/planning_files/Planning_QuiltWDetails.pdf).

The committee also reviewed the Educational Master Plan and found the college is well on its way to meeting the plan goals. This review included an assessment of progress on achieving institutional metrics goals, which are included in this document (see page 16). The committee also updated the metrics, along with job placement rates and licensure passage rates.

The Office of Equity, Social Justice and Multicultural Education developed a draft rubric for evaluating the Educational Master Plan and institutional metrics. The rubric is based on the equity-driven change model used as the framework for the EMP. Once the rubric is finalized, the CPC will determine how it can be used to assess processes and practices collegewide.

LEARNING OUTCOMES | 2015-16

Progress in SLO/SSLO/AUO Assessments

An evaluation team representing the Accrediting Commission for Community and Junior Colleges conducted a follow-up visit to the college on Oct. 24 and 25, 2012. One of the recommendations the team addressed during its campus visit was the Evaluation Report Recommendation 3, regarding Student Learning Outcomes (SLOs), Student Services Learning Outcomes (SSLOs) and Administrative Unit Outcomes (AUOs):

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)

The team reported that the college “provided evidence that it has accelerated its efforts to reach proficiency towards the implementation of SLO, SSLO, and AUO 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” (http://deanza.edu/accreditation/ACCJC_ReportOn2012Follow-UpVisit.pdf).

Student Learning Outcomes

SLOs are now required to be part of each course outline when it is submitted to the Curriculum Committee for its five-year review. All 1,108 courses currently being taught have SLOs, listed by division on the SLO website (<http://deanza.edu/slo/>). Seventy-five percent of active courses have ongoing assessments. All faculty are instructed to include SLO statements on their syllabus or course-management class site. As of fall 2015, part-time faculty are responsible for assessing outcomes as requested by their departmental colleagues.

Program Level Outcomes

All 57 instructional programs, including all certificates and degree programs, have PLOs. There are 220 active PLOs, and of these, 87 percent are assessed on a cyclic plan.

Institutional Learning Outcomes (Institutional Core Competencies, ICCs)

Through a collaborative process, De Anza established five Institutional Core Competencies (ICCs), which serve as Institutional Learning Outcomes. These are indirectly assessed through the mapping of PLOs to the ICCs. In addition, each spring, the college directly assesses a selected ICC during the general session of the SLO Convocation, a gathering at which faculty and staff discuss ideas for enhancing student learning.

The 2016 Convocation focused on the core competency of Information Literacy, drawing on the Speech Communication Department to explore creative ideas for implementing a new graduation requirement on this topic (http://deanza.edu/slo/convocations/2016_convocation.html). The event was held at the newly renovated college library, which had just celebrated its grand re-opening as a place for students to study, use the internet and collaborate. The Speech Department, in collaboration with the Library and the Office of Communications, created course modules to assist students in fulfilling the new requirement (<http://www.deanza.edu/library/infoliteracy.html>).

In the preceding years:

- The 2015 Convocation focused on the core competency of Physical/Mental Wellness and Personal Responsibility (http://deanza.edu/slo/convocations/2015_convocation.html).
- The 2014 Convocation addressed Civic Capacity for Global, Cultural, Social and Environmental Justice, formerly Global, Cultural, Social and Environmental Awareness (http://deanza.edu/slo/convocations/2014_convocation.html). The strengthened phrasing of the ICC resulted from assessing the original wording at the 2013 Convocation.
- The 2013 Convocation examined similar issues and prompted a re-thinking of the competency that was previously Global, Cultural, Social and Environmental Awareness (http://deanza.edu/slo/convocations/2013_convocation.html).
- The 2012 Convocation focused on Critical Thinking and produced a rubric for faculty to use in assessing this competency in their classes (http://deanza.edu/slo/convocations/2012_convocation.html and http://deanza.edu/slo/critical_thinking_assessment/ct_rubric.html).

Assessing the remaining core competency, Communication and Expression, will be discussed at the 2017 Convocation.

In addition, the ICC outcomes are also directly assessed through questions on the Community Engagement Survey (http://deanza.edu/ir/deanza-research-projects/surveys/DAC_Civic_Engagement_Spring16.pdf). In one set of questions, 45 percent of respondents stated they discussed political, social or community issues daily or weekly before entering this college, while 40 percent said the same after they entered the college. The questions were also assessed on the spring 2016 student accreditation survey and disaggregated by ethnicity, gender and age (http://deanza.edu/accreditation/2017/pdf/StudentAccreditationICCs_2016.pdf).

Student Services Learning Outcomes and Administrative Unit Outcomes for Academic and Instructional Services

Among instructional support programs, Student Services (16 areas), Academic Services (seven areas) and Instructional Services (six 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. Instructional support programs are on track to achieve the college goal of completing a second assessment cycle by winter 2019.

Administrative Unit Outcomes (AUOs)

Within College Services, College Operations (eight areas) and Finance (now consolidated to five areas) have adopted outcome statements and are involved in assessing outcomes. The college services areas are on track to achieve the college goal of completing at least one AUO assessment cycle for each outcome statement between fall 2014 and spring 2016.

SUMMARY OF OUTCOMES AND ASSESSMENT PLANNING ACTIVITIES

TracDat

- During summer 2015, De Anza upgraded to the new version of TracDat (TracDat 5). New manuals were created for the new version, including: TracDat Manual, How to Assign an Assessment to a Colleague and Here is how to change an outcome statement on TracDat (http://deanza.edu/slo/guides/sloguide/Faculty_Manual.pdf; http://deanza.edu/slo/tracdat/Assigning_an_Assessment.pdf; http://deanza.edu/slo/tracdat/Changing_Outcome_On_TracDat.pdf).

New Faculty Orientation

- A presentation during orientation for new faculty and staff outlined the SLO assessment process at the course level (http://www.deanza.edu/slo/New_Faculty_Staff_2015-16.pptx)

Opening Day 2016

- SLO Coordinators presented a workshop at District Opening Day, entitled "Making it Meaningful: Authentic and Innovative Outcomes Assessment in the Foothill-De Anza Community College District." In addition, a new rubric (http://deanza.edu/slo/pdf/SLOAC_PLOAC_Rubric.pdf) was unveiled.
- Because all SLOs at the course level and all PLOs must be assessed between fall 2014 and spring 2019, each department was emailed a report of the assessments completed from June 30, 2014, to present.

Reports Prepared

- Accreditation 2017 SLO Process draft.
- ACCJC Annual Report 2016 (<http://deanza.edu/accreditation/pdf/2016/ACCJC%20Annual%20Report%20Submitted%20-%2003.26.15.pdf>)
- Flexible Calendar Activity Submission Form 2015–2016

Partners in Learning Conference 2016

- SLO coordinators presented a workshop on assessment, entitled "How 'One More Thing' Can Lead to 'Far Fewer Things': Assessment as a Mechanism for Managing Workload" (<http://www.deanza.edu/academic-services/pil/>).

Program Review

- SLO coordinators worked with the Instructional Planning and Budget Team to ensure assessments of outcomes drive resource allocation (<http://deanza.edu/gov/IPBT/notes/>).
- SLO coordinators delivered a presentation to instructional deans to coordinate updates and the reports needed from TracDat (<http://deanza.edu/gov/IPBT/notes/>).
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Faculty SLO Convocation 2016

- Assessing Information Literacy: Equity and Inter-Connections (http://deanza.edu/slo/convocations/2016_convocation.html)
- The outcome for the afternoon session was for faculty to engage in dialogue on SLO work at the course and program levels. The departmental faculty met to work on SLO and PLO Assessment Cycles (SLOACs and PLOACs). Drop-in help was available on any aspect of the SLO process.

Training for Student Services and Administrative Units

- The SSLO/AUO coordinator began initial meetings with the college's noninstructional divisions and departments to assess needs and processes.
- SSLO workshops began as early as August 2015, which included an introduction to the SSLO/AUO process, the accreditation cycle, definitions of terms and language, and applied techniques.
- Follow-up training was conducted in the winter quarter. More training sessions will be conducted in fall 2016 for college services programs.
- The SLO coordinator met with the new dean of Community Education to review completed assessments and plan future work.
- The hiring of several new managers and a reorganization in Student Services resulted in an update of outcomes in many areas. Area managers met in spring and summer 2016 to discuss outcomes and the use of TracDat.

Training for Faculty

- An SLO liaison workshop was held Feb. 3, 2016, focusing on how to assist with program review.
- Program Review workshops were held on Feb. 4 and Feb. 10, 2016.
- SLO coordinators held a workshop, SLO Process for Tenure Track Phase I Faculty, on March 3, 2016.
- Additional workshops focusing on part-time faculty and assessments were held April 27 and May 20, 2016.
- "Help-shops" guide faculty through the process of choosing assessment methods, stating data summaries and reflections, and choosing meaningful enhancements at the course and program levels. These sessions also provide help with entering SLOAC and PLOAC information into the TracDat system. Help-shops were available at the SLO Convocation and on College Opening Day.
- Drop-in help sessions are provided throughout the year during SLO office hours in the Academic Senate office, with specific times adjusted each quarter.

SLO Liaison Program

- A workshop was held Sept. 18, 2015, to help SLO liaisons become familiar with new TracDat features, set goals for outcome evaluations and discuss contract requirements for part-time faculty regarding course assessment and program outcomes.

Presentations to Academic Senate

- SLO coordinators attended Academic Senate meetings on a near weekly basis to share information on SLO processes, requests and successes.

Self-Assessment of the SLO Process

- The Curriculum Committee oversees the quality of SLO statements, requiring some faculty members to reword statements included in course outlines submitted for five-year review.

Award

- A new award was established to encourage enhancement of student learning through assessments (http://www.deanza.edu/slo/convocations/500_LOAC_Award.pdf).

ANNUAL GOVERNANCE REFLECTION

Beginning in spring 2016, each shared governance group has been asked to reflect on their processes by addressing two targeted questions each year. The results are being published in this and future annual updates to the Educational Master Plan and will inform the college's planning processes. This replaces the Annual Governance Assessment Survey. Text has been edited for length and clarity.

Question 1. Reflecting on the work of your governance group over the past year, how did this work help fulfill our mission, Institutional Core Competencies, and commitment to equity?

Academic Senate

Over the past year, the Academic Senate has fulfilled the college's mission, the ICCs and its commitment to equity in multiple ways. The Senate has established the call-in culture practice through activities and the use of calling-in culture notes or cards. Senators participated in equity workshops led by the faculty director of the Office of Equity, Social Justice and Multicultural Education, as well as the annual Partners in Learning conference. The senate promotes student leadership participation through DASB representation at senate meetings.

In addition, the senate reviewed and adopted Canvas, a course management system (CMS) that emphasizes the value of innovation. The senate also has addressed class registration procedure issues and enrollment management, to strive for equity for full- and part-time students. The General Education steering committee also conducted significant work.

The Academic Senate provides guidance and establishes policies to advocate for student success. Senators foster the development of community and civic engagement by participating in shared governance groups. The senate engages in equity in shared governance by embodying equity as the driving force of the campus, guiding the policies that support student success by encouraging academic diversity and a learning environment to foster students' character, as well as the development of grit, persistence and civic engagement.

The senate has established a tone of equity, strong community skills and critical thinking. Senators support faculty and students' concerns in communication, information literacy, personal responsibility, civic capacity and critical thinking, and promote equity - through dialogue, resolutions and the call-in culture promoted at every meeting. Further, the Open Educational Resources initiative for all students speaks to Information Literacy competency and aims to create more affordable solutions for students to acquire textbooks. The statistical evidence of their efforts to work with different identified groups helped to highlight the needs of each group and how far we need to go as a college.

The senate's emphasis on positive communication techniques is appreciated and recognized as tools for the classroom and working with students. The senate is also viewed as working toward common goals. Nevertheless, some senators see the work as focused on faculty issues and not student-centered, and feel it replicates a "top-down" approach that, in the opinion of some, is taken by administration. Some members commented that the work occurred in isolation and was overly focused on faculty issues brought forward by those with the loudest voices and privileges in the institution. However, by knowing the college's mission and ICCs, and having had training in equity and social justice, senators believe they are more aware and accountable in all senate work.

Campus Budget Team

This group is responsible for reviewing current district and college fiscal allocations, and with making recommendations to College Council. To advance their work, committee members review and discuss resource allocations in terms of both equity and alignment with the mission and core competencies. They are proud of the review and facilitation of budget information and understanding, which includes consideration of budget assumptions and campus needs. The committee has a robust website and is improving communication of budget and fiscal updates campuswide. The committee is also focused on communicating budget and fiscal information in a transparent and easy to understand manner.

Classified Senate

The Classified Senate supported the Service Excellence Project, which included several events related to equity: the Six Success Factors, the Welcoming Environment, and Stop the Bounce. The Service Excellence project incorporates ICCs as well as institutional values by encouraging dialogue and creating a culture around equity and open-mindedness. The Senate also supported Professional Development Day, which helps fulfill the ICCs of Personal responsibility, Communication, and Critical Thinking, and supports equity endeavors. The Senate's naming a communications officer and developing a communications plan relate to the ICC of Communication and Expression, while the Employee of the Month subcommittee recognizes professional responsibility and engagement within the campus community.

College Council

The group reported that it helped fulfill the college's mission over the past year by reviewing and providing final approvals of the resource allocation requests submitted through the Program Review process. The program review and resource requests from all planning and budget teams are driven by the college mission and a commitment to equity, as outlined in the Educational Master Plan. The group also engages in discussions about student success and completion, and the rates for different student groups. College Council recently approved both the Facilities Master Plan, which was written with equity and values at its core.

College Planning Committee (CPC)

The committee made changes to the annual governance assessment process by developing and implementing the two reflection questions used here to more closely reflect the college's mission and commitment to equity. The committee also obtained College Council's approval for annual monitoring of the college's Institutional Metrics. College Council will then take responsibility for a campuswide approach to achieving the metrics by 2020. In addition, the committee focused on working toward completion of the self-evaluation report as the advisory committee for accreditation.

Curriculum Committee

The Curriculum Committee works to ensure that the college's mission, ICCs and commitment to equity are integrated into the curriculum review process. For example, courses are reviewed to ensure that assessment and evaluation mechanisms are fair and equitable. The committee also works to ensure fair and equitable membership, and to uphold standards that are communicated to faculty initiators and expected of division representatives. The committee currently evaluates courses for their commitment and assessment of the core competency of Information Literacy. It also assisted in the creation and review of courses to meet the new Environmental Sustainability and Global Citizenship requirement for General Education requirements. Through the process of reflecting on these questions, the committee identified areas where improvements can be made to their own process. For example, the committee plans to increase efforts to examine course outlines for multicultural content, which members say has not been pursued as vigorously in recent years as it had been in the past.

Developmental and Readiness Education Task Force

The DARE Task Force continually uses data from developmental courses to identify major objectives for the group to target. An inclusive, community-building process led to the decision to support a significant summer project rather than the previous mini-grants. This process fulfills the college mission by targeting underserved and underrepresented students and increasing their likelihood of progressing to transfer-level courses from the basic skills sequence. The initiative will take place in summer 2016.

Instructional Planning and Budget Team

The team strongly believes that equity is at the core of decision-making, as exemplified in the criteria for faculty hiring and resource allocations. The committee also worked diligently to develop and integrate equity questions within the APRU form, which departments must answer. The form also requires departments to respond to SLO questions and map all SLOs to PLOs and ICCs. As a result, SLO and ICC assessments drive resource allocations in instructional areas.

Student Learning Outcomes Committee

The committee is directly involved in assessing ICCs as well as in raising campus awareness regarding the ICCs and the role that faculty and staff play in achieving outcomes. This year's Convocation focused on the ICC of Information Literacy, with workshops and conversations that helped focus participants' attention on their own contributions to this core competency. The outcomes process relies on an institutional commitment to student equity, while encouraging the campus community to assess data that may help ensure all students have the opportunity to succeed. In addition, the team's contributions to the instruction questions on the Program Review form served as the basis for the new governance assessment questions.

Student Services Planning and Budget Team

Each year the team sets goals that support the college's mission, ICCs and commitment to equity. The 2015-16 priorities include the Student Success and Support Program (SSSP), priority enrollment, enrollment management and technology goals, as well as Student Equity Plan goals for veterans, foster youth and African Ancestry/Latino males. Staff and counselors were hired to support students within these areas. This directly supports equity and closing achievement gaps for the targeted student populations. Additional priorities include Title IX compliance, Comprehensive Program Review, the self-evaluation report and online student services.

Technology Committee

In winter and spring, the Technology Task Force conducted a thorough review of the group's mission and role. Ultimately the group proposed a revised mission statement to more clearly define its role in advising on technology proposals. The group also proposed establishing designated, representative membership collegewide. In addition, the task force proposed the renaming of the group as the Technology Committee to clearly represent its status as a permanent committee. College Council approved all proposals. In establishing representative membership, the committee reinforced its supporting role in the broad work and initiatives of the college: i.e. the mission. The committee also reaffirmed one of its major charges: developing the Technology Plan, which will cohere with the Educational Master Plan, the central focus of which is equity.



Question 2. Reflecting on your governance group’s processes and practices over the past year, please identify what has been working and what changes you plan to implement over the next academic year to ensure continuous improvement.

Academic Senate

The Academic Senate found a number of actions were effective over the past year, including equity training workshops; enrollment priorities adjustments; formation of the multiple measures committee to address equity issues in assessment and placement; and a review at the weekly meeting of the previous week’s minutes as a refresher. In addition, an open atmosphere was established so senators can fully share their concerns and questions. The senate president has been helpful in communicating weekly with senators. Time management has been excellent, allowing more tasks to be accomplished. The senate also benefited from an active and engaged senate body, along with strong leadership to maintain meeting management and professionalism. The senate remains engaged through difficult budget times as well as easier times.

The weekly practice of “calling in,” using calling-in cards, activities and situational awareness, was helpful, but some felt the effect was minimal, saying it is hard to expect senators to “call in” when they witness a microaggression and are not aware of what a microaggression actually is. The calling-in practice at the meetings took a significant amount of time for reflection on often-emotional issues.

The senate formed an enrollment management committee to assess the cross-listing process, which felt like a more democratic process as administrators, faculty and staff were involved. There was a balance between time management and going more in-depth with salient issues. The senate also informed the campus community of the proper etiquette when addressing the senate, as well as the benefits of more “deep dives” into each topic rather than a quick, “fly-by” approach. There was more approving of resolutions and less wordsmithing.

For the coming year, the senate believes improvements should include: ensuring that a student body representative is at the meetings on an ongoing basis; increasing discussion of day-to-day issues that faculty face; refraining from the use of acronyms; engaging senators in further understanding microaggressions; remaining engaged in student issues as well as community needs as they evolve in Cupertino and throughout Silicon Valley; remaining engaged with the changing demographics of the campus and community, while striving to engage students of every background; and creating more of a calling-in culture and an atmosphere of equity in classes.

Campus Budget Team

The group believes that discussions and review of the college budget have helped clarify the processes and practices for campus budget allocations. Discussion and review of state and district financial issues have assisted in making informed decisions about budget allocations. The team is continuing to work to improve campuswide communications about the budget and resource allocations. They are developing a campus resource allocation model tied to planning and program reviews.

Campus Planning Committee

The committee plans to more closely monitor the institutional metrics and continue to guide the college through the accreditation process.

Classified Senate

The senate reported that it will continue to support the Service Excellence Project, and they will be seeking additional funding sources in order to expand the project's reach. The committee would like to increase the availability of activities that support classified professionals by boosting morale and showing they are valued campuswide, all of which leads to better student service outcomes. The committee is also dedicated to fully developing and implementing its communication plan this coming year.

College Council

Moving forward, College Council would like to hold deeper discussions around equity and the implications of equity, rather than merely ratifying the work of other groups. Next year, the College Planning Committee will make recommendations regarding meeting institutional goals within the Educational Master Plan. College Council will determine if a collegewide commitment is needed to meet the goals.

Curriculum Committee

The Curriculum Committee continues to implement processes of evaluation for improvement. The Curriculum Advisory Committee, a subcommittee of the Curriculum Committee, continually meets with faculty, administrator and staff representatives to participate in discussions and share feedback on the procedures, policies and concerns from faculty. This is an ongoing process that will continue through the next academic year. This process has informed committee decisions, some of which include logistics of curriculum meetings, assistance with initiators, and communication with faculty and administration.

Developmental and Readiness Education Task Force

DARE will review the success of its "All-In" summer project and look for ways to increase these kinds of activities for students in developmental courses. The committee's goal is to increase students' likelihood of placing in a higher-level course after receiving critical support and focused instruction.

Finance and College Operations Planning and Budget Team

Committee members would like to better understand how to infuse equity into day-to-day operations. They would also like to continue to ensure that information is being shared between departments and increase the participation of committee members in planning and budget activities.

Instructional Planning and Budget Team

The committee took a holistic approach to developing the Annual Program Review Update (APRU), which will lead into the Comprehensive Program Review Update (CPRU) form. The group developed the APRU form first to ensure that the APRUs are aligned with the CPRU. Instructional areas now know what to expect as the CPRU is similar to the APRU.

Student Learning Outcomes Committee

The committee believes the annual SLO convocation serves its purpose well and that it has successfully helped to integrate the program review process into TracDat. In the coming year, the committee hopes to increase communication with the planning and budgeting teams, particularly the SSPBT, to ensure that outcomes assessment is meaningfully tied to decision-making. The committee also plan to increase awareness across the campus regarding ongoing assessment. They have renewed their efforts to offer training workshops this spring and plan to continue them into the coming year.

Student Services Planning and Budget Team

Members reported that they feel comfortable participating in discussions and making recommendations, and that the discussions are open and transparent. They feel that the committee typically achieves its goals each year and that members are dedicated to completing their work. Starting next year, they plan to track and report on the progress of the team goals and priorities each quarter; provide an orientation to new committee members; ensure they have a student member on the committee (either a DASB representative or student at-large); clarify for all members how the committee's work connects with the big picture, its relevance, and its impact on the district; and ensure there is a greater connection to other planning and budget teams to integrate and coordinate planning.

Technology Committee

The group reported that the revisions to the committee's mission, and their ability to clearly define its membership, key charges and processes were all significant accomplishments over the past year. In 2016-17, the committee will further implement and assess the changes, particularly with regard to technology proposals. The committee will also fulfill two major charges in the development of the Technology Plan and technology sections of the accreditation self-evaluation.







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