

# DeAnza College

## An Equity Framework: Educational Master Plan 2015-2020 UPDATE 2018



# Overview

This document, approved by College Council on November 29, 2018, serves as an annual update to the De Anza College Educational Master Plan 2015-2020.

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# Summary of Student Demographics

De Anza College undertakes integrated planning, which includes not only the establishing of goals but also an understanding of key demographics and variables, both internal and external, that affect the college. Key Student Characteristics and Key Data examine trends in student access, success, equity, basic skills and community engagement.

## Key Student Characteristics, Fall 2017

- Students from De Anza's service area represent about 16% of the student population.
- 51% of the college's students reside in the city of San Jose, about 12% in Sunnyvale, 5% in Cupertino, and 7% in Santa Clara.
- 46% of students are considered full-time, taking 12 or more units.
- 1,869 international students attend the college.
- 16% of students have already completed a bachelor's degree or higher.
- 50% of students identify as male.

## Listing of Key Data

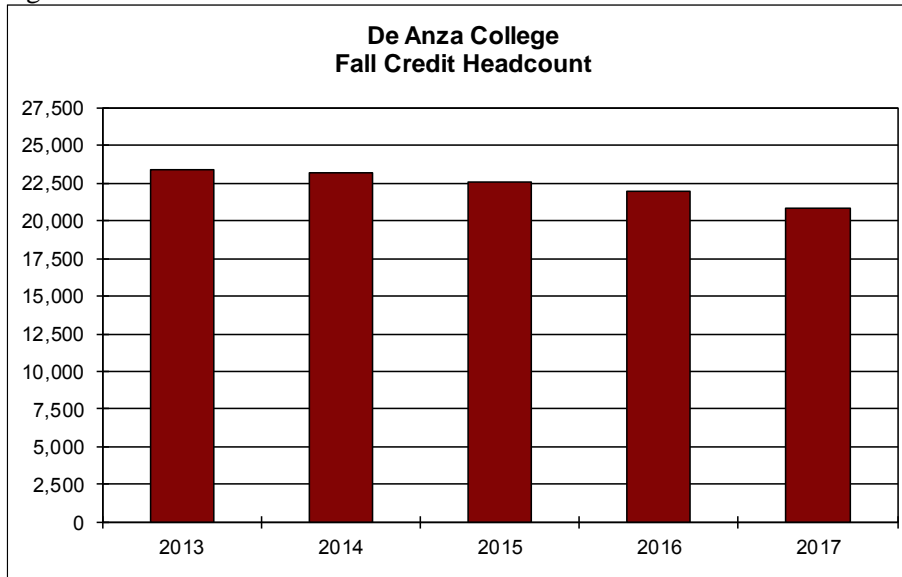
1. Fall Headcount
2. Ethnic Distribution of Students
3. Basic Skills Course Completion Rate – English, Math and ESL\*
4. Student Participation in Community/Civic Engagement Courses\*
5. Career Technical Education Employment Status\*
6. Career Technical Education (Vocational) Completion Rate Rates\*
7. Persistence for Targeted Groups\*
8. Course Completion by Targeted Groups\*
9. Total Full-time Equivalent Students Enrolled (FTES)\*
10. Enrollment of Students Residing in Geographic Locations with Historically Low Participation Rates\*
11. Santa Clara County Public High School Graduate Participation Rate
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

## 1. Fall Headcount

Fall headcount decreased by 5% from 2016 to 2017, from 21,978 to 20,792.

Figure 1

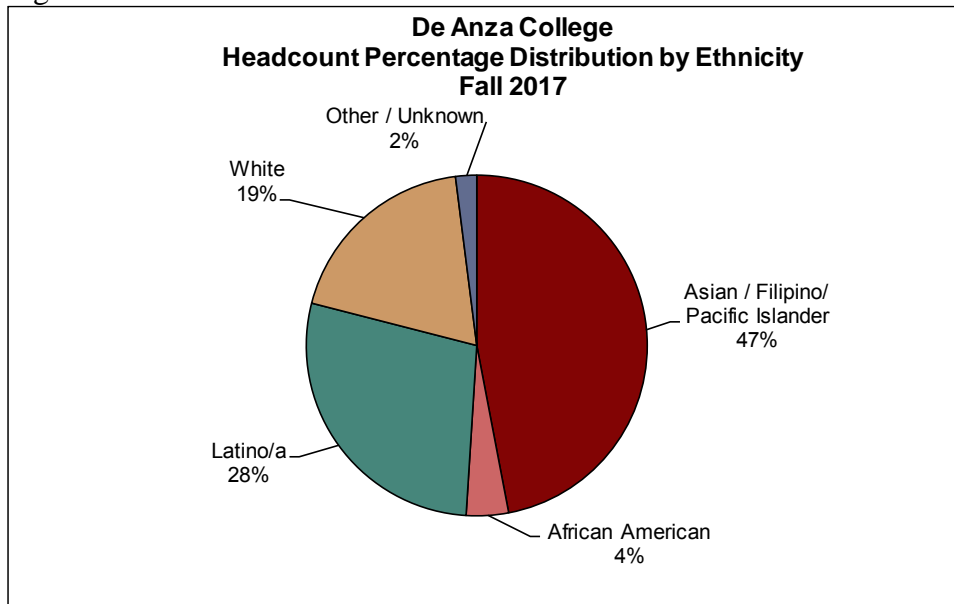


Source: FHDA IR&P

## 2. Ethnic Distribution of Students

Students identifying as Asian, Filipino or Pacific Islander comprised 47% of the fall 2017 enrollment, consistent with fall 2016. The Latino/a population comprised 28%, a 1%-point increase from fall 2016. The African American population remained stable at 4%.

Figure 2

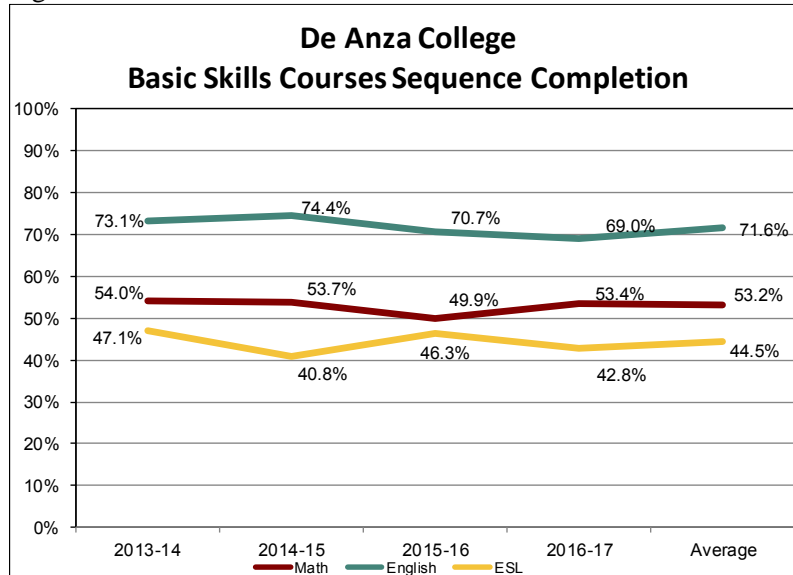


Source: FHDA IR&P

### 3. Basic Skills Course Sequence Completion Rates – English, Math and ESL\*

An institutional metric has been set for each subject, 77% for English, 57% for Math, and 50% for ESL by the year 2020. The current success rate in English is 69%, Math is 53.4% and ESL is 42.8%. The basic skills sequence completion rate tracks students from any basic skills level to a transfer level course.

Figure 3

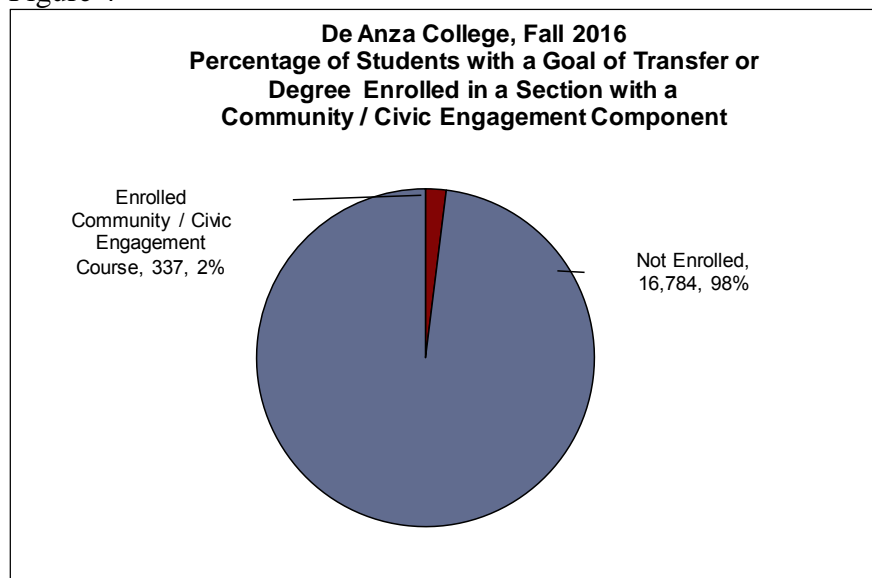


Source: Student Success Scorecard (SSSC) 2018

### 4. Student Participation in Community/Civic Engagement Courses\*

Figure 4 measures attainment of the college’s civic engagement goal: to have at least 6% of students seeking transfer, with or without a degree, enrolled in at least one course with a community/civic engagement component by 2020. The rate is currently at 2%.

Figure 4

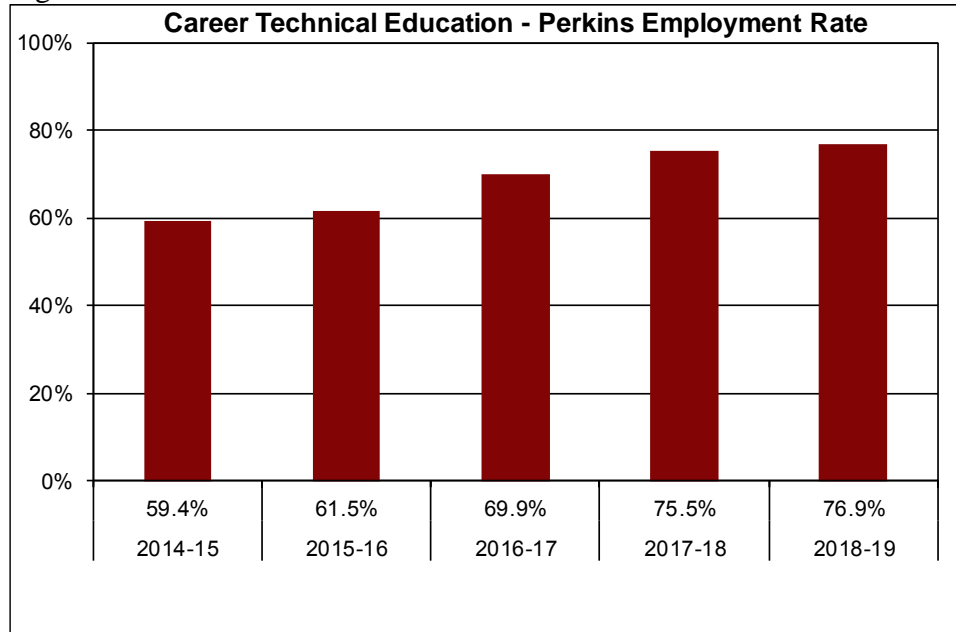


Source: DA IR&P

### 5. Career Technical Education Employment Status\*

The institutional metric is 57% of students who were enrolled in a career technical education program to be employed full-time one year after leaving De Anza. The average full-time employment rate over the past 4 years is 68.6% and the current rate is 76.9%.

Figure 5

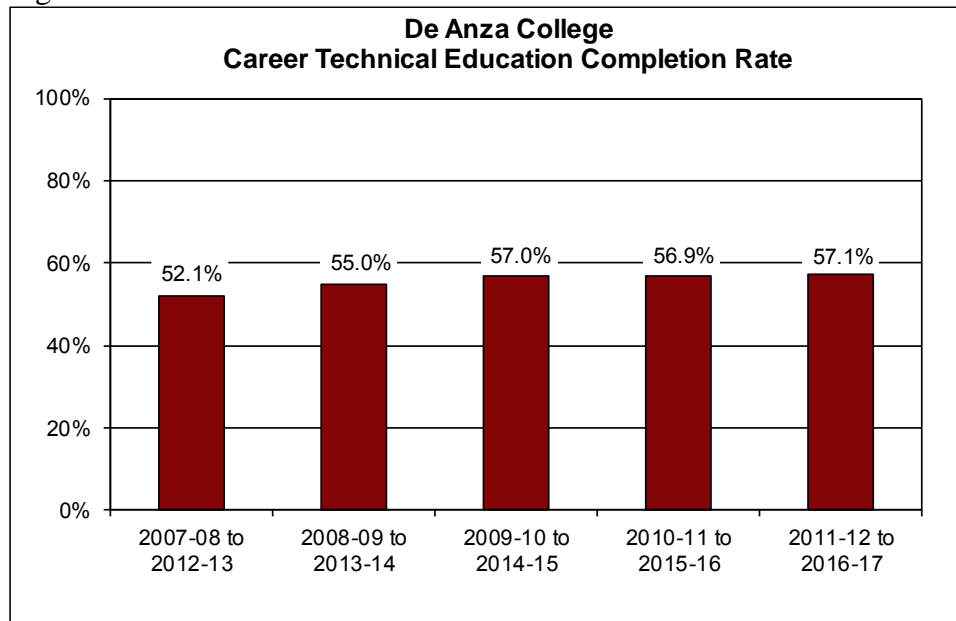


Source: Perkins Core 4 Employment Indicator

### 6. Career Technical Education Completion Rates\*

The Career Technical Education completion rate is set at 58% by 2020. The five-year average is 55.6% and the current rate is 57.1%.

Figure 6

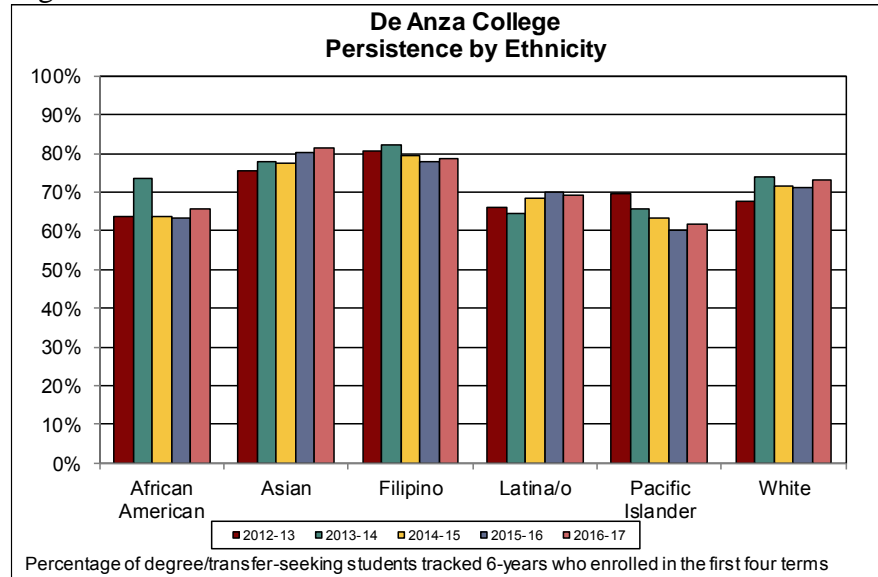


Source: SSSC 2018

### 7. Persistence by Ethnicity\*

There are two metrics for persistence, overall persistence of 75% by 2020 which is the current rate. The second metric is to achieve a persistence rate of no more than 5% difference between targeted and non targeted groups. The current rate for non-targeted groups is 71% and the targeted groups are at 72%.

Figure 7

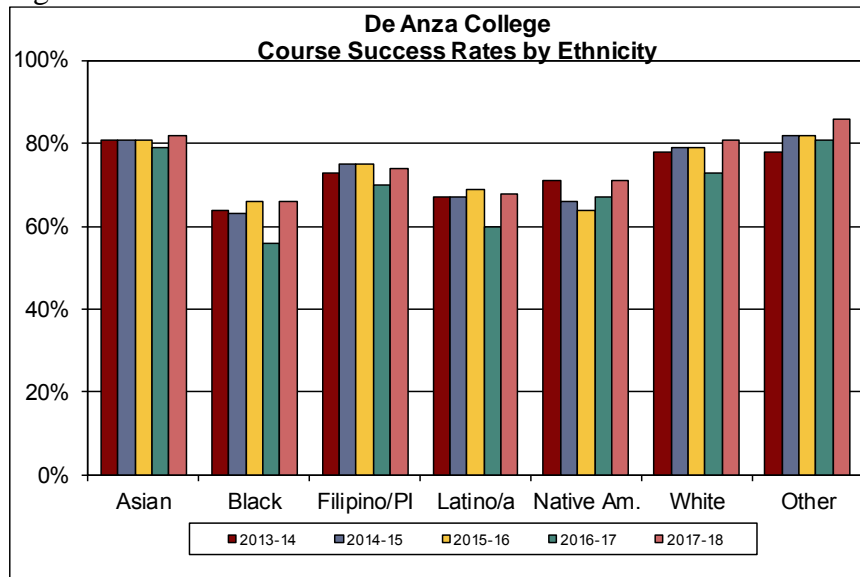


Source: SSSC 2018

### 8. Annual Course Completion Rate by Ethnicity

The institutional metric is to achieve no more than a 5 percentage point difference between the annual course completion rate for targeted groups and all other groups. The goal for this metric for African American, Latino/a and Filipino students is 72% by 2020. The current rate is at 69%.

Figure 8

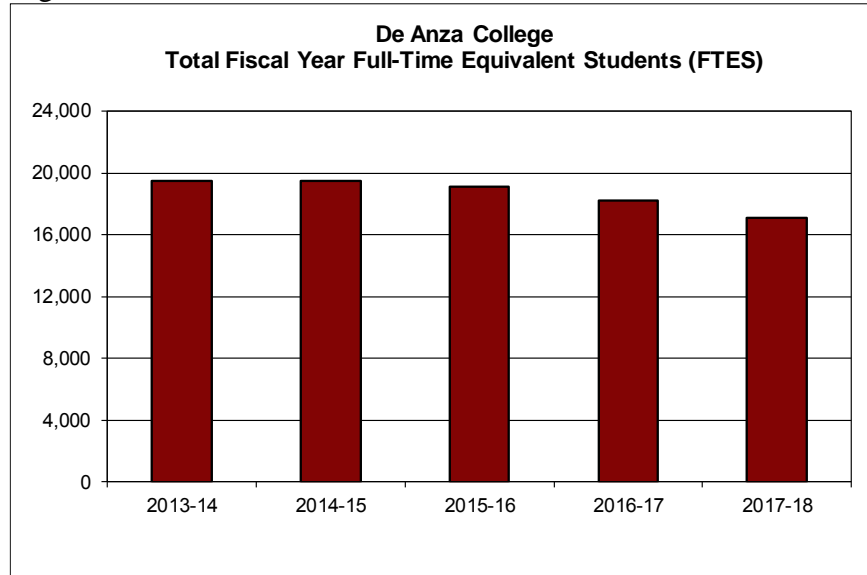


Source: DAIRP

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

Full-time equivalent student enrollment decreased from 18,203 in 2016-17 to 17,069 in 2017-18. The institutional metric is for FTES enrollment to increase to 18,500 by 2020.

Figure 9

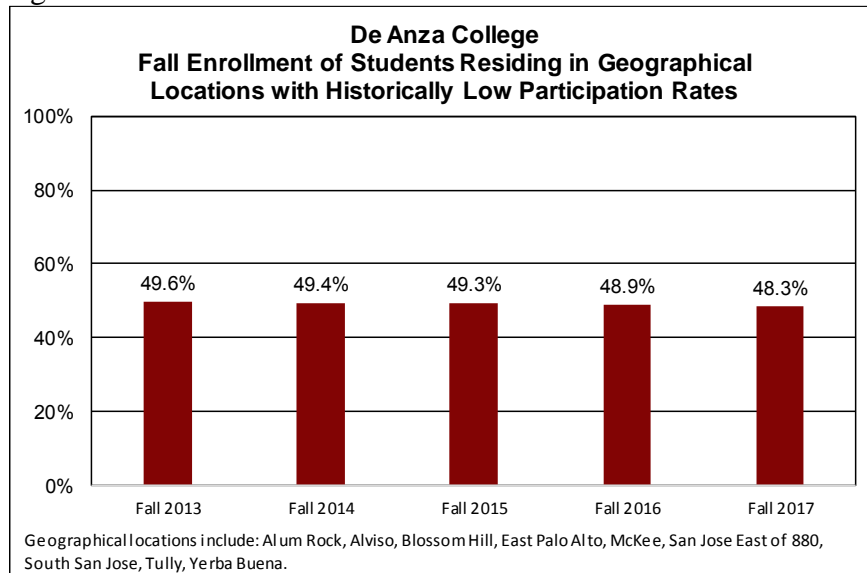


Source: FHDAIRP

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

The institutional metric for outreach is to achieve a fall enrollment of students residing in geographical locations with historically low participation rates will increase to 47%. The current rate is 48% with the five-year average at 49%.

Figure 10



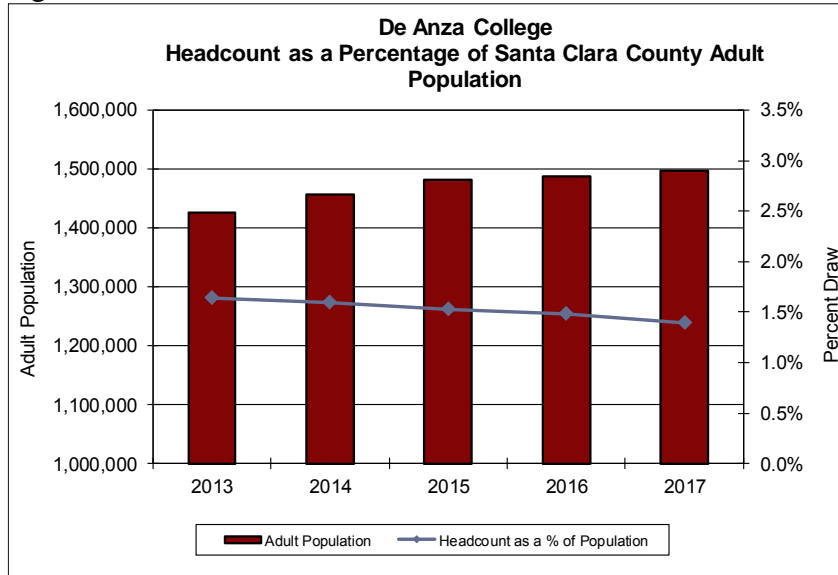
Source: DAIR&P



### 11. Santa Clara County Public High School Graduate Participation Rate

De Anza attracted 1.39% of all Santa Clara County adults in fall 2016 as a percentage of student headcount. This rate has decreased from 1.64 over the past 5 years.

Figure 11

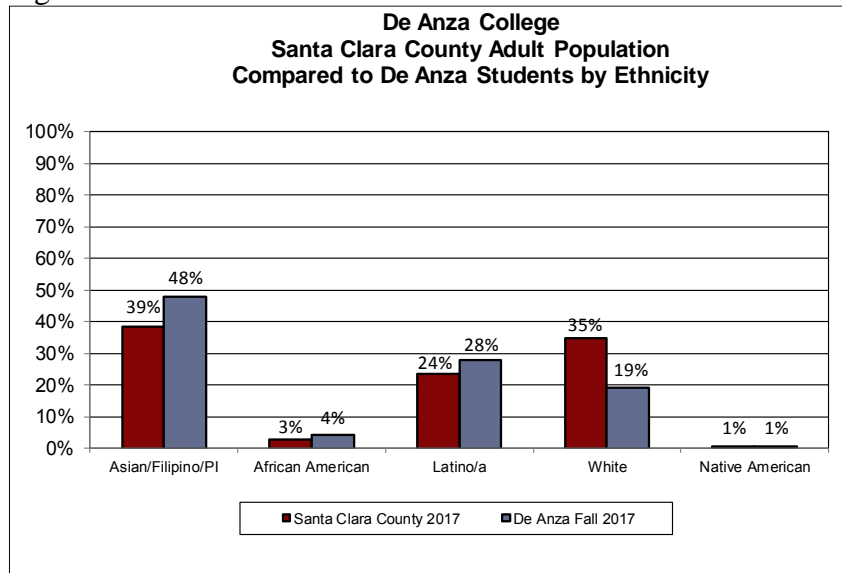


Source: FHDA IR&P and CA Department of Education

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

In 2017, De Anza enrolled a higher rate of Asian, Filipino, and Pacific Islander students, by almost ten percentage points than represented within the county. African American and Latino/a students were also represented at a higher rate at De Anza than their population in the county.

Figure 12

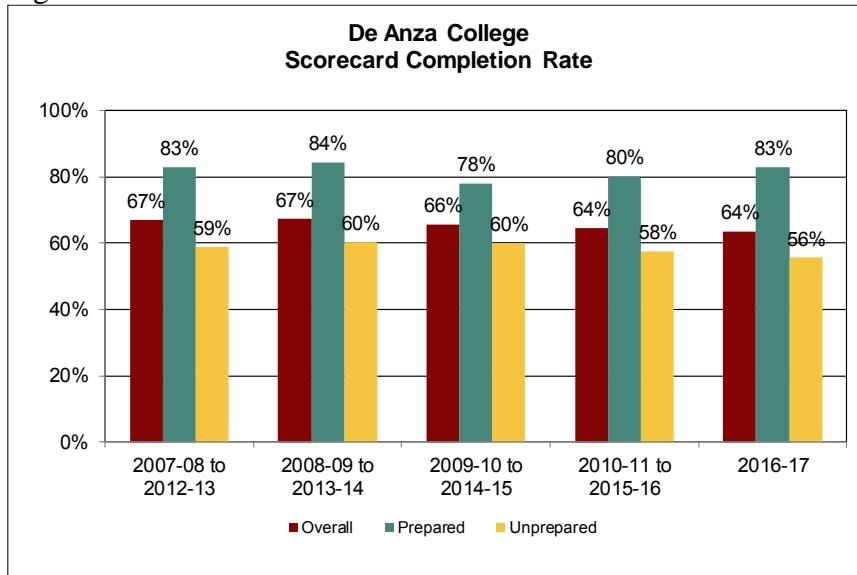


Source: FHDA IR&P and American Community Survey

### 13. Student Success Scorecard Completion Rate – Prepared and Unprepared Students

The metric for degree/transfer completion is set at 71% or the highest score in the peer group. The metric is currently at 64% and achieved the peer group high. For prepared students, students who do not take a basic skills course, the metric is set at 89% and is currently at 83%. The metric for unprepared students, students who took a basic skills course, is set at 62% and currently at 56%.

Figure 13

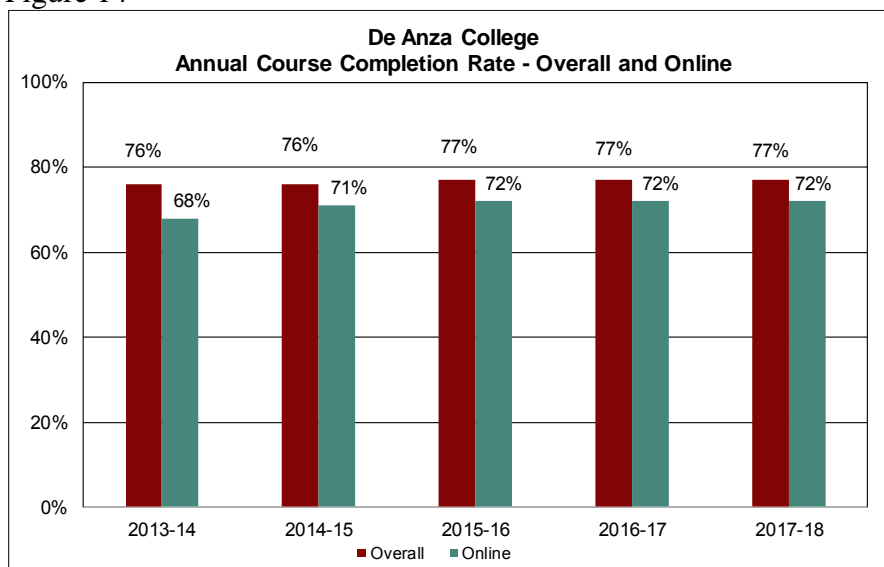


Source: SSSC 2018

### 14. Annual Course Completion Rate – Overall and Online Courses

The Annual Course Completion rate metric is set at 77%, the five-year average is 77% and the current rate is 77%. The online course metric is set at 75%, the five-year average at 71%, and the current rate is at 72%.

Figure 14

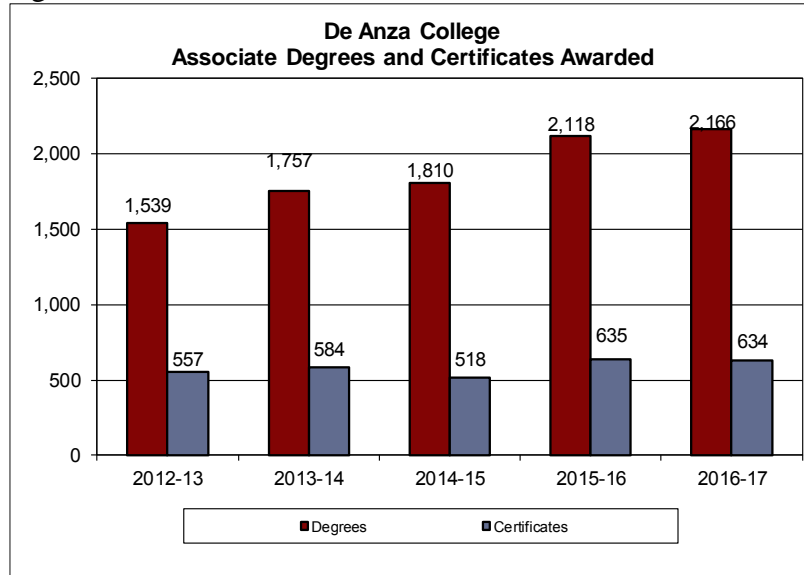


Source: DA IR&P

### 15. Number of Associate Degrees and Certificates Awarded

Between 2016-17 and 2017-18 degrees awarded increased from 2,118 to 2,166 with associate degrees for transfer increasing from 580 to 727. Certificates awarded remained flat at 634.

Figure 15

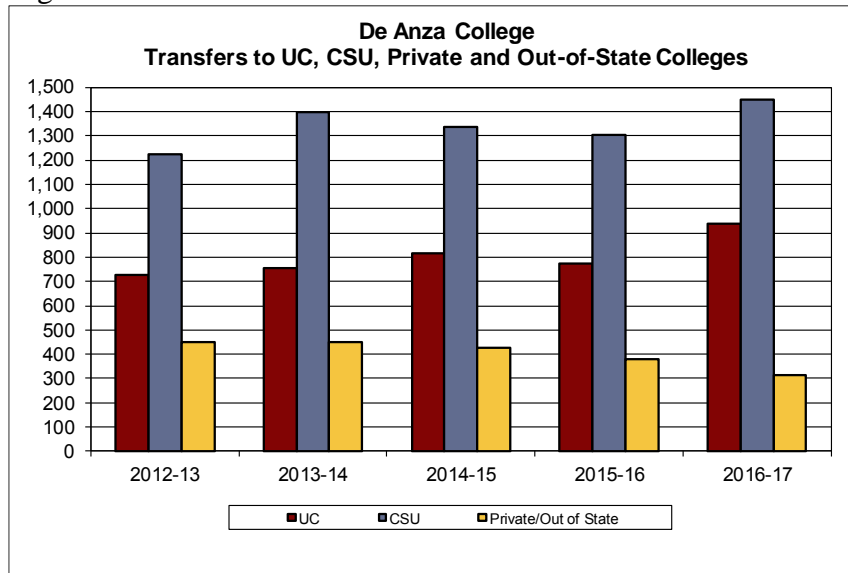


Source: DA IR&P

### 16. Transfers to Four-Year Institutions

The institutional metric is to achieve 2,800 student transfers to CSU, UC, in-state private and out-of-state institutions by 2020. The current rate is 3,012 and the five year average is 2,611. UC transfers increased from 776 in 2015-16 to 940 in 2016-17. CSU transfers increased from 1,305 to 1,448.

Figure 16

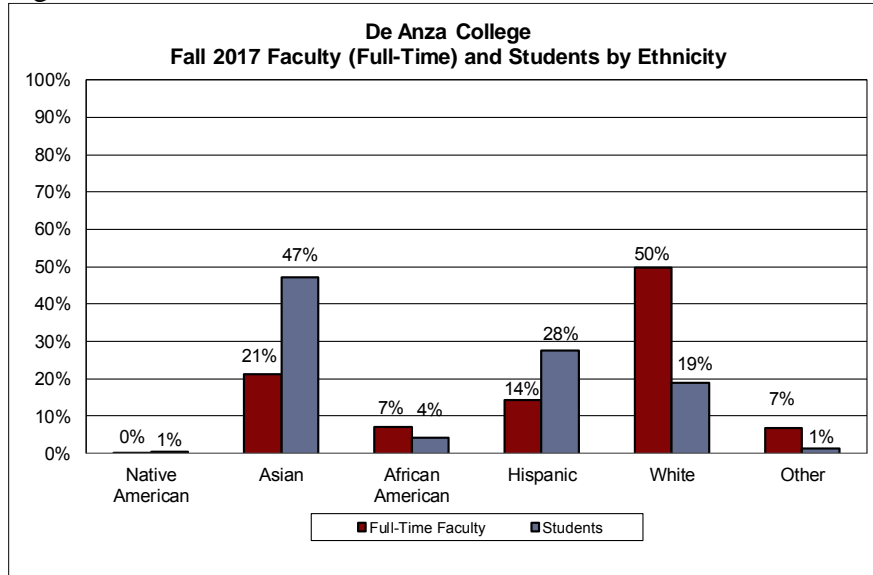


Source: CCCCCO, CSU, UC

### 17. Faculty-to-Student Ethnic Distribution

Faculty-to-student ethnic distribution is within three percentage points for African American groups. White instructors comprise half of the faculty, while White students comprise less than a quarter of the student population. The percentage of non-white faculty has been increasing over the past several years, resulting in a faculty ethnic distribution closer to that of the student population.

Figure 17

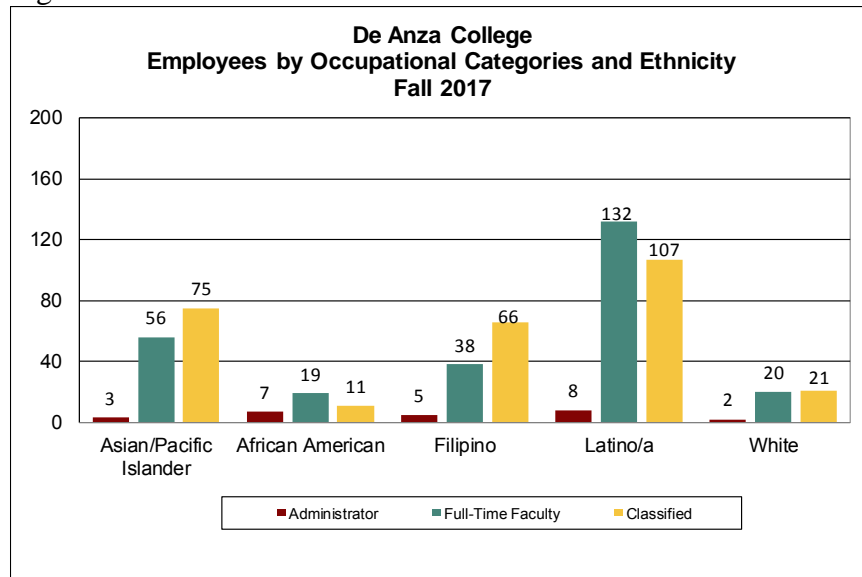


Source: FHDA IR&P

### 18. Employees by Job Group and Ethnicity

Classified employees comprise the largest proportion of employees who identify as Asian, Pacific Islander or Filipino. Full-time faculty are the largest proportion of employees who identify as White.

Figure 18



Source: FHDA IR&P

## Institutional Metrics - 2017-18

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% (Scorecard metric and IEPI indicator).	72%	69%	<p>2007-08-2012-13      2009-10-2014-15      2011-12-2016-17</p>	77%	79%	69%
Basic Skills	The basic skills Math sequence completion rate will achieve 57% (Scorecard metric and IEPI indicator).	53%	53%	<p>2007-08-2012-13      2009-10-2014-15      2011-12-2016-17</p>	57%	59%	51%
Basic Skills	The basic skills ESL sequence completion rate will achieve 50% (Scorecard metric and IEPI indicator).	44%	43%	<p>2007-08-2012-13      2009-10-2014-15      2011-12-2016-17</p>	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%	2%	<p>2013      2015      2017</p>	6%	8%	3%
Career Technical Education	Sixty seven percent of students who were enrolled in a career technical education program will be employed full-time one year after leaving De Anza. (Perkins Core IV Indicators for Job Placement)	69%	77%	<p>2014-15      2018-19</p>	67%	68%	66%
Career Technical Education	De Anza will have a 58% completion rate for the Career Technical Education Completion Rate (Scorecard metric and IEPI indicator).	56%	57%	<p>2007-08-2012-13      2009-10-2014-15      2011-12-2016-17</p>	58%	60%	45%

## Institutional Metrics - 2017-18

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% of all other groups (Scorecard metric).	71% - Average of Targeted vs 71% Non Targeted	71% - Targeted vs 72% Non Targeted		75% - African America, Latino and Filipino	77% - African America, Latino and Filipino	67% - African America, Latino 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 77% Non Targeted	69% - Targeted vs 80% Non Targeted		72% - African American, Latino/a and Filipino	74% - African American, Latino/a and Filipino	67% - African American, Latino/a and Filipino
Funding	Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures will remain stable at 97% (IEPI Indicator).	97%	97%		97%	97%	97%
Funding	The annual FTES enrollment will increase to 18,500 (IEPI indicator).	18,678	17,069		19,000	19,200	18,000
Outreach	Fall enrollment of students residing in geographical locations with historically low participation rates will increase to 47%.	49%	48%		47%	49%	42%
Planning	The college will attain 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 - 2017-18

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% (Scorecard metric).	74%	75%	<p>2007-08-2012-13      2009-10-2014-15      2011-12-2016-17</p>	75%	78%	73%
Success and Retention	The college will achieve a rate of 71% or the highest score within the peer group on the Overall Scorecard Completion Rate (Scorecard metric, IEPI indicator).	66%	64%	<p>2007-08-2012-13      2009-10-2014-15      2011-12-2016-17</p>	71%	73%	64%
Success and Retention	The college will achieve a rate of 89% or the highest score within the peer group on the Scorecard Completion Rate for Prepared students (Scorecard metric, IEPI indicator).	82%	83%	<p>2007-08-2012-13      2009-10-2014-15      2011-12-2016-17</p>	89%	91%	82%
Success and Retention	The college will achieve a rate of 62% or the highest score within the peer group on the Scorecard Completion Rate for Unprepared students (Scorecard metric, IEPI Indicator).	58%	56%	<p>2006-07-2011-12      2008-09-2011-14      2010-11-2015-16</p>	62%	64%	57%
Success and Retention	The college will achieve a rate of 77% for the Annual Course Completion Rate (IEPI indicator).	77%	77%	<p>2012-13      2014-15      2016-17</p>	77%	78%	74%

## Institutional Metrics - 2017-18

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% for the Annual Course Completion Rate by Subject for the lowest achieving subject areas.	63%	65%	<p>2012-13    2014-15    2016-17</p>	60%	63%	60%
Success and Retention	The number of associate degrees awarded will increase to 2,100 (IEPI indicator).	1,878	2,166	<p>2012-13    2014-15    2016-17</p>	2,100	2,300	1,500
Success and Retention	The number of certificates awarded will increase to 675. (IEPI Indicator).	585	634	<p>2012-13    2014-15    2016-17</p>	675	700	500
Transfer	The number of students who transfer to a four-year institution will increase to 2,800 (IEPI indicator).	2,611	3,012	<p>2012-13    2014-15    2016-17</p>	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 towards to achieve, but is set at a high, aspirational level.

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

IEPI Metric = Institutional Effectiveness Partnership Initiative Framework Indicator as required by the 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.



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

## 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 (PBT) and approved by the College Council. Each PBTs posts their annual and comprehensive reviews on their website: IPBT: <https://www.deanza.edu/gov/ipbt/index.html>; SSPBT: <https://www.deanza.edu/gov/sspbt/index.html>; and APPBT: <https://www.deanza.edu/gov/apbt/about.html>. Faculty ranking and hiring also took place within the IPBT as in prior years (<https://www.deanza.edu/gov/ipbt/facultyhiring.html>). The college will continue its planning processes in 2018-19 with an Annual Program Review Update (APRU).

Each planning and budget team was also tasked with creating budget reduction plans for round I which were presented to College Council and approved ([http://www.deanza.edu/gov/college\\_council/notes/CCMinutes\\_June212018.html](http://www.deanza.edu/gov/college_council/notes/CCMinutes_June212018.html)). Budget reduction discussions for round two will continue in 2018-19.

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 2018 Convocation was titled, “Nurturing with Student Learning Outcomes” ([https://www.deanza.edu/slo/convocations/2018\\_Convocation.html](https://www.deanza.edu/slo/convocations/2018_Convocation.html)) focused on Civic capacity for global, cultural, social and environmental justice where best practices revolving around equity were blended into the program.

To oversee the accreditation Self-evaluation Report process, as well as the accreditation Follow-up Report, College Council converted the College Planning Committee (CPC) into the Accreditation Steering Committee. The Steering Committee was charged with organizing the accreditation process, monitoring progress, and completing Standard I. For the follow-up report ([https://www.deanza.edu/accreditation/documents/Accred2018\\_FollowUpReport20180306\\_final.pdf](https://www.deanza.edu/accreditation/documents/Accred2018_FollowUpReport20180306_final.pdf)), the committee was responsible for overseeing and guiding the writing of the report. The Committee includes a representative from each of the shared governance groups. The follow-up visit was conducted in October 2018 and resulted in the college being fully accredited ([https://www.deanza.edu/accreditation/documents/De%20Anza%20College\\_06\\_13\\_2018-1.pdf](https://www.deanza.edu/accreditation/documents/De%20Anza%20College_06_13_2018-1.pdf)).

The CPC also lead the college in the creation and adoption of a vision statement (<https://www.deanza.edu/about-us/mission-and-values.html>). The vision statement was drafted and shared with all governance groups in spring 2018 and adopted by College Council ([http://www.deanza.edu/gov/college\\_council/notes/CCMinutes\\_June212018.html](http://www.deanza.edu/gov/college_council/notes/CCMinutes_June212018.html)). In 2018-19 the CPC will be reviewing and revising the college values statements. Every year the Office of Institutional Research and Planning reviews the Institutional Metrics and discusses the progress with CPC, which is then presented annually to College Council. Starting in 2016, the committee has begun notifying College Council if it seems the college may not attain a goal, or the CPC believes the current rate of growth will not meet the goal set for 2020. At that time, College Council will determine ways in which the college can address the Institutional Metric in order to meet the master plan goal by 2020. The institutional metrics are part of the overall goals that each PBT chooses to incorporate into their process, which is largely linked to the student equity metrics, as equity is the overarching framework in which the college

functions as well as the backbone of our Educational Master Plan. The metrics that were identified were also included in the Quality Focus Essay and will be addressed over the next six years to ensure we meet our targets.

### **Student Learning Outcomes – 2017-18**

SLO Core Team is composed of three coordinators: two who work with Instructional areas and one who works with Student Services and Office of Administrative Services. This core team meets weekly inviting representation from Academic Senate, Office of Professional Development, Institutional Research, and faculty at large. Minutes are posted: <http://www.deanza.edu/slo/minutes/index.html> .

**Instructional SLO Process:** Some of the ways the SLO process has been integrated throughout campus are listed below.

- SLO coordinators are consistently available to help faculty members with Student Learning Outcomes assessments. Special SLO office hours continue to be scheduled twice per week.
- Department chairs are encouraged to invite coordinators to department meetings.
- The Learning Outcomes Assessment Cycle (LOAC) award was made to faculty of the Communication Studies department received the award. At the general session of the 2018 Convocation they reported their results.
- The college continued to refine the Nuventive (formerly TracDat) data collection system for outcomes assessment with an aim toward
  - More easily integrating assessment data into program review documents
  - Making the data submission process easier, through measures such as increasing the use of the 'Assignments' feature in the Nuventive system (Nuventive Assignments: <http://link.deanza.edu/recs56>)
  - Working directly with the makers of Nuventive to improve reports generated by the system
  - Encouraging the use of the outcome data collection feature of Canvas (Canvas Outcomes: <http://link.deanza.edu/recs57>)

However, it should be noted that the data collection system for student learning outcome work will likely change when the curriculum system changes in order to strengthen integration of SLO assessment results with curriculum updates.

- The college has promoted ongoing cycles of assessment through a variety of channels including
  - The Office of Professional Development
  - Opening Day activities and workshops
  - The annual Convocation
- In spring 2018, the Curriculum Committee adopted a new SLO assessment signature form. Each new course must have in place SLO statement(s), method(s) of assessing each outcome, and a plan of when the SLO statement(s) will be assessed. For existing courses, the SLO statement(s) must have been assessed within the last five years in order for the course to be approved by the Curriculum Committee. Exceptions will be made for courses that have not been assessed since the last revision.

**SSLO/AUO Process:** The SSLO/AUO coordinator meets one-on-one with each of the SSLO areas to ensure they are continuing with their assessment processes. The coordinator also conducts workshops to review the SSLO process, including SSLO statements, the SSLO cycle, different assessment methods,

reflections and enhancements as stated on Nuventive Improve (Admissions SSLO Workshop: <http://link.deanza.edu/recs58>).

The SSLO/AUO coordinator reports that the individual areas are building a sense of community around this work. A 2017 Convocation workshop titled “Imaginatively Thinking about SSLOs and AUOs” was well-attended (SLO Minutes: <http://link.deanza.edu/recs59>).

**Program Review** The SLO Core team works closely with each planning and budget team to encourage and ensure that Student Learning Outcomes and their assessments are part of the program review process. This year a member of the core team sits on each of the planning and budget teams as a voting member. The SLO Core Team also placed the APRU form into the Nuventive system to ensure that all planning and budget teams are reporting and storing program reviews in the same location.

**Convocations:** The theme of the 2018 Convocation was “Nurturing through Student Learning” focused on the Institutional Core Competency of “civic capacity for global, cultural, social and environmental justice.” The general session program included best practices for promoting student equity (2018 Convocation: <http://link.deanza.edu/recs62>).

## Workshops

### SLO/PLO Process

- Nov. 14, 2017
- Nov. 30, 2017
- One-on-one sessions:
  - Met with Maria Marin Thursday, March 15th, Monday, March 19th, & Monday, March 5th.
  - Met with Clara Lam, Letty Wong, & Webster Hamilton 5 times over the quarter via in-person and e-mail to complete SLOs for ESL assigned course.
  - Met with Charles Lee on March 12th to complete his SLO work on his assigned ESL course
  - Met with Linda Yee March 8th to complete SLOs for her ESL assigned course
  - Met with Michele Dubarry to discuss SLOs on curriculum update
  - Met with Cecilia Deck about Journalism SLOs on March 9<sup>th</sup>
  - ADMJ (3/20/2018), CD (3/19/2018) in person concerning Program Review

### Program Review for Chairs

- January 24 , 2018
- January 25, 2018.
- January 31, 2018
- One-on-one sessions
  - ADMJ (3/20/2018), CD (3/19/2018) in person concerning Program Review

### For new faculty, staff and administrators

- Sept. 13, 2017
- First Year Experience (FYE) Mar 13, 2018

#### Division/Department Meetings and Departmental Retreats

- Communication Studies department meeting on October 12, 2017
- ESL department meeting on November 9, 2017
- Art - November 2017
- Dance - November 2017

#### SSLO and AUO workshops

- SSLO process to SSPBT on October 5, 2017. Presentation is posted on SSLO page of SLO website.
- Week of October 30, 2017:  
Assoc VP, College Operations  
Campus Facilities Rental Coordinator  
Postal Services Assistant  
Director, Campus Center
- One-on-one sessions to assist the following
  - Health Services, November 2017
  - Admissions and Records, December 2017
  - Learning in Communities (LinC), October 2017
  - College Operations, October 2017
  - Campus Facilities Rental Coordinator, November 2017
  - Postal Services Assistant, November 2017
  - Campus Center staff, November 2017
  - DSS, May 21, 2018
  - Finance & College Operations – as needed
- Meetings with SSLO teams:
  - Feb. 27, 10am-11am, Outreach
  - Feb. 27, 11-12noon, Admissions and Evaluations
  - Feb. 28, 11:30am-12:30pm, Financial Aid
  - March 6, 11am-12noon, Umoja, Student Success and Retention Services (SSRS)
  - March 7, 10am-11am, First Year Experience, SSRS
  - March 7, 11am-12noon, Counseling Services
  - March 7, 12-1pm, Career Life Courses, Counseling Services
  - March 13, 11am-12noon, Veteran Services, Admissions

**Newsletters:** Newsletters are emailed to divisions, department chairs and area leads. A printable flyer format is also made available (SLO Newsletter: <http://link.deanza.edu/recs64>).

**Accreditation:** The SLO Coordinators participated in the accreditation visit as members of the SLO Core Team and members of the Instructional Planning and Budget Team, Curriculum Committee, Academic Senate, and Technology Committee.

- SLO Coordinators met with the members of the External Evaluation Team from the Accreditation Commission for Community and Junior Colleges October 9 – 12, 2017.
- After receiving the recommendations from the ACJCC, SLO Coordinators gave a [Presentation to Academic Senate](#) on Monday, February 5<sup>th</sup>. The urgency for De Anza College to be in

“compliance” with the recommendations concerning Student Learning Outcome statements on syllabi was well received.

- In an effort to meet recommendation #2, the student learning outcomes were extracted from the course outlines of record as stored on ECMS. These outcomes were posted on SLO website and sent to each instructional department.
- The SLO Core conducted a random check to ensure that SLO statements on Winter and Spring quarter syllabi were indeed on each and every syllabus and that the statements match verbatim with those on course outline of record.
- Improve (formerly TracDat) was updated to have all Active outcomes changed to agree with course outline of record.
- Privileges were changed so that only SLO Coordinators could change, delete, add course level Student Learning Outcomes.
- Curriculum Action Team met on Thursday, February 22 to adopt new SLO signature form as part of the curriculum approval process.
- One report stated that we had 81 courses without SLO statements. All of these were resolved. Most of these were Special Projects courses listed multiple times, each with different units. One such example is BIOL 77, BIOL 77X, BIOL77Y which were special projects course. These were combined under BIOL 77X-Y and a student learning outcome was added: “Dependent on the nature of the project as determined in sections 3 & 4 of the Special Projects Contract.” DANC 37C was the only regular course without an SLO. SLOs were added with the help of the Curriculum Committee.

**Nuventive Improve (formerly TracDat):** Our instance of Improve is now 5.5. This new version was released on November 30, 2017. This version provides the ability to tag courses rather than individual student learning outcome statements. Courses can be given tags such as “Active,” “Not Currently Being Taught,” “General Education” and “Special Projects.”

To underscore the cyclical nature of the assessment process, the system now reminds faculty members about course and program level outcomes that need to be assessed at least one more time before June 30, 2019 (Nuventive: <http://link.deanza.edu/recs27> – user name [public], password [view]).

In keeping with the cyclical and ever-improving concept of student learning outcome assessments, SLO coordinators have encouraged faculty members to archive any Student Learning Outcome that is no longer working for their department, and to replace it with one that is more assessable or that would serve as a better statement of the skills a student would possess after completing the course (Archiving Presentation: <http://link.deanza.edu/recs65>). This updating had led to some Student Learning Outcomes being out of sync with the course outline of record. In response to Recommendation 2 from the ACCJC, the college has taken steps to ensure that the syllabus for each winter 2018 class contains the exact Student Learning Outcomes that appear on the official course outlines of record. These steps were taken with the support of the Academic Senate and the Deans (Senate Presentation: <http://link.deanza.edu/recs66>).

In addition, the Student Learning Outcomes in Nuventive Improve now have tags indicating the status of the outcome: that it is active as it appears on the course outline of record; active as it appears on the course outline of record but with intention to update in next curriculum revision; a new outcome not yet approved by Curriculum Committee; or archived and no longer on the course outline of record.

Any program level outcomes not yet assessed in areas that do not offer any certificate or degree were 'Archived'.

Intercultural/International Studies (IIS) has moved to its correct alphabetical position. "Hidden" feature for units will not be used in Improve since the associated processes are not transparent.

### **Summer 2018 Updates:**

- Each department chair was emailed a status report of their area's assessments, along with an offer to meet with them and/or their department faculty.
- Course listings were updated in the Nuventive system to be consistent with the 2018-19 catalog. In addition, course titles, descriptions and SLO statements were updated to agree with those stated on revised outlines. The status of SLOs that are no longer on the ECMS revised course outlines was changed from "Active" to "Archived SLO Statement." This update flags those courses for which the SLO is different from the previous SLO, indicating that the new SLO is yet to be assessed.
- Reports were added to "All Instructional Divisions" including a new ad hoc report, "Summary at Course Level for All." The reports show the number of SLO statements that have not been assessed and the date of the last assessment, while indicating courses that have not been assessed within the last five years.
- The SLO website has been completely reorganized, allowing for easy navigation to important topics. In particular, the Institutional Core Competency (ICC) Assessment link now leads to multiple pages illustrating the work that has been done in the assessment of each.
- Mapping within such areas as First Year Experience (FYE) has been realigned.

(SLO Summer Update: <http://link.deanza.edu/recs67>)

## **Annual Governance Reflection**

Starting in Spring 2016, each shared governance group was asked to annually reflect on their processes through three targeted questions. The results of the reflections are published annually in the Educational Master Plan Update and help inform the college's planning processes. The questions replaced an older Annual Governance Assessment Survey.

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

*Administrative Services Planning and Budget Team (APBT)*

The APBT completed program reviews within TracDat for the first time this year in line with all other planning and budget teams, and assisted with the writing of the accreditation follow-up report draft to meet ACCJC requirements. The group spent the primary amount of their time on budget reductions with a focus on trying to preserve services that had the greatest impact on services, identify alternative sources of income when available to reduce the impact on positions. The group

invited presenters to share information on Guided Pathways, which are linked to the college's mission and strategic initiatives. The divisions completed all AUOs and assessments this year as well. The group reviewed the state budget information and how it will impact the college.

### *College Council*

Discussion in College Council helped the members consider and clarify the college's institutional values. As a group, the committee makes decisions that helps support the college's strategic initiatives and values such as budget decisions and equity goals. The committee upholds a commitment to shared governance as the overarching campuswide group where all constituencies have a seat at the table.

### *Classified Senate*

The De Anza Classified Senate continued their pledge to support the De Anza students by passing a Resolution in Support of our DACA students, and through our continued efforts with our student support fund. We clarified our funding model for our student support fund, and formed a committee to work out the details on supporting a basic skills class each year. We updated our Bylaws to be more inclusive of our DASB representative by including a position of Senate Mentor to student representatives. We financially supported undocuALLY and the Microaggressions and Microappreciation Workshop through the Office of Professional Development. We also supported the Wish List, which collected supplies for EOPS, OTI, and the Jean Miller Resource Center. We also joined with the Foothill and Central Services Senates to support a Foster Youth Book Drive.

### *College Planning Committee*

The group was charged with reviewing, revising or reaffirming the college mission and strategic initiatives this year, as well as developing a vision statement. The committee communicated out the review process and collected feedback, which it will review prior to making any changes. The committee reviewed and reaffirmed the college's commitment to our institutional metrics, in particular the 6 that were identified and included in the Quality Focus Essay. The committee is working with the Office of Equity on enhancing the equity-focused questions on the Annual Program Review form of all PBTs. For the purposes of accreditation, the committee developed new graphical depictions of the college's planning process with equity and mission at its core. The committee affirmed our commitment to our strategic initiatives as they converge with state mandated plans.

### *Academic Senate*

The Academic Senate worked actively with the Academic Senate Executive Committee and Academic Department Chairs and other district/campus faculty and administrators in discussing and addressing an inordinate amount of large scale change, including: District budget cuts; Guided Pathways; AB 705 implementation impacting English, Reading, Math, and ESL placement and course pathways; Governor's proposed changes as to how community colleges are funded, the proposed 115th fully online CA community college; New legislated requirements for AP Exam GE credit; Integrated BSI/SSSP/Equity state funding and subsequent formation of a new college shared

governance committee to oversee this; De Anza piloting of the Starfish early alert system.

The Senate went all-digital with our quarterly Academic Senate Newsletter, which means we made it look much more vibrant and colorful with photos and colors, and we inserted more substantial information and content. We instituted a weekly Academic Senate digest sent out to the all-faculty listserv to inform faculty about important academic and campus announcements, opportunities, and events. Having the most well attended Academic Senate meetings with active representation from all divisions. There is regular attendance and participation from both our Director of Professional & Organizational Development and a Student DASB representative.

I worked closely with Student Trustee Elias Kamal and a committee of VIDA and Office of Equity faculty, staff, and students to establish effective mentoring and participation guidelines for student representatives and shared governance leaders. The Senate made significant progress in faculty use/adoption of Online Educational Resources (OER), including the establishing of the following: 1) a De Anza OER resources website; 2) getting Academic Senate approval of the Low Textbook Cost (LTC) and Zero Textbook Cost (ZTC) designations process for identifying courses using LTC and ZTC in our online course catalog. The Senate also worked to get De Anza and Foothill English and Math department faculty to be in regular dialogue and sharing what they are doing to be in compliance with AB 705. We had frequent communications and dialogues with campus and district leadership such as Foothill Academic Senate, Classified Senate, and Faculty Association (this was the first year that the FA executive committee invited Academic Senate officers to their annual retreat to dialogue together). Finally, we ensured that Academic Senate and faculty were leading our campus' Guided Pathways inquiry, design, and implementation, as well as putting up Guided Pathways statewide and college plans onto the Academic Senate website.

#### *Instructional Planning and Budget Team (IPBT)*

Through the work of this committee we try to ensure that there is representation from all groups at the table to make decisions. This group makes decisions for resource allocations based on criteria that is linked to student equity and success, including faculty hiring, strong workforce allocations, lottery, and instructional equipment funds. Discussions around program viability brings into the conversation alignment with mission, values and strategic initiatives. The group uses an equity-based mindset and lens when reviewing program reviews and program decisions.

#### *Technology Committee*

The committee engaged in ongoing implementation and assessment of the technology report through an equity lens by supporting others on campus with their technology needs to ensure they can support the colleges' mission. The committee took an active role in advising and making recommendations on the website redesign. The Technology Committees worked with ETAC to align the college's and district technology plans to better support the technology needs district wide. The committee refocused its attention on accessibility and made it a more systematic process including work in the labs to ensure accessibility, and on the website.

#### *Student Learning Outcomes Committee*

The committee held a convocation with focus on ICC and assessments along with corresponding



reflections and enhancements contributing to equity goals. SLO, PLO, SSLO, and AUO assessments ensure that the school continually improves learning environment and support services for the students in alignment with our Mission.

#### *Student Services Planning and Budget Team SSPBT*

During the budget reduction process each area based their recommendations for reductions based on the impact to students and the impact on the mission of the campus. Program reviews and SSLOs were used to inform the process which are also aligned with the mission and core competencies. The committee also reviewed the recommendations based on the scope of impact on students and how it will affect services available to students. They also viewed recommendations based on impact on our most marginalized student groups from underrepresented backgrounds. The group worked on the integrated plan which is aligned to the college mission. The committee also worked closely on the accreditation follow-up report which is aligned to the college mission. In terms of student equity, the group focused on retaining services for our most marginalized students, for example financial aid services, DSPS, counseling. A clear focus on equity was embedded in the process at the start of the budget reduction discussions.

#### *Curriculum Committee*

Our group ensures that curriculum aligns with each of the above via our review process, specifically via mechanisms including GE Review, in-session dialogue with faculty initiators, and the Online/Hybrid Delivery Request review process. Curriculum is essential in ensuring that current courses reflect De Anza's commitment to equity. The Committee ensures that different ethnicities, gender, and cultural dynamics are explored in all courses as part of the core curriculum. The Curriculum Committee continues to aid initiators in the development and submission of new and revised courses designed to meet a wide variety of student needs and interests. This year in particular we also began work on both Enhanced Non-Credit courses as well as AB 705 compliance, both of which are aimed at increasing student opportunity and institutional flexibility.

**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.**

#### *Administrative Services Planning and Budget Team (APBT)*

The group identified that the Annual Program Review was too extensive and not applicable, so we will spend time in the Fall refining the form to better fill the needs of the departments. The name of the division was changed to better reflect how it serves the colleges. The group will explore with the district the timing of their meetings which often conflict with the all Administrators meetings, to hopefully set a consistent meeting schedule for next year. The group would like to increase student representation on the committee, and it was noted that having the schedule determined in advance would help with student scheduling as well.

#### *College Council*

Starting this year and moving forward, each planning and budget team will report out on their work at

CC meetings to broaden the dissemination of information. The committee will continue to ensure that student voices are heard and represented. DASB would like to exercise their voting right within the group moving forward. Starting this year, and moving into next year, a committee member will meet with the student representatives prior to each meeting to serve as a mentor.

### *Classified Senate*

We scheduled our events well in advance this year. This enabled us to get the events on everyone's calendars in a timely manner. We also have a standing agenda item at each meeting for committee reports which has been very helpful for all to know what has been discussed at the shared governance meetings. We have had an on-going discussion about our section geography, and we are working diligently to have accurate listing offices and classified professionals in the areas and ease of communications within the areas. We are continually improving on the new website and working to improve overall communication.

### *College Planning Committee*

As a result of the committee serving as the accreditation steering committee the past two years, the committee membership expanded to ensure that the substantive work of the accreditation standards work groups were incorporated into college planning. The committee continues to be flexible and able to serve in many different capacities including accreditation steering committee, mission review, etc. Next year the college will have a greater focus on working through the Quality Focus Essay. The committee would like to encourage the DASB to encourage continued participation on the committee.

### *Academic Senate*

This year, the academic senate has been working on the following: Working collegially with various shared governance campus and district committees, especially with District Academic Senate, Curriculum Committee, College Council, Academic and Professional Matters, Chancellors' Advisory Committee, Classified Senate, Faculty Association, IPBT, Enrollment Advisory Team, SSPBT, Office of Equity, Office of Professional Development, VIDA, and DASB. Over the next academic year, the senate intends to implement: continuing to communicate regularly and openly, continuing to advocate on behalf of faculty and student interests, and continuing to ensure diverse and adequate representation of impacted voices in decision-making discussions and committees.

### *Instructional Planning and Budget Team (IPBT)*

The group changed the membership by adding a 6th faculty seat to ensure a CTE voice was at the table to balance the administrative and faculty seats. The group will work to fill the one open administrative seat next year. We moved the resource allocation process to the fall so money can be allocated and used within the same academic year. The group increased the amount of data they looked at and reviewed to aid in the decision-making process. The group has added a standing report-out to college council to inform the campus of decisions and working being done in IPBT. The group started a mentor program for the DASB representatives on the committee.

### *Technology Committee*

When undergoing the first year of assessment of the technology plan, the committee identified areas that will be improved upon next year. The committee completed the goal of canvas transition that was set the prior year and will focus on more advanced training next year.

Annually, the committee assesses the technology plan as a method to continuous improvement.

#### *Student Learning Outcomes Committee*

All three planning and budget teams are using Improve (Tracdat) as the repository for program review. On each there is a section that directly pertains to SLO/SSLO/AUO assessments as appropriate. For the non-instructional areas, mini-workshops are conducted to assist with the cyclic process of assessment. SLO Coordinators have overlapping responsibilities as members of the Academic Senate, VP of Academic Senate, Curriculum Co-Chair, College Council, and De Anza Representative on FA Executive Council. In addition, a SLO coordinator attends Equity Advisory Council meetings as observer and a SLO Coordinator represented the SLO Core Team on the Viability Committee reporting on the SLO assessment work for each area referred to

viability. Having SLO Coordinators serving in multiple capacities guarantees that the Student Learning Outcome process is part of decision making process throughout the organization.

Pending final approval, beginning 2018-19 there will be a Student Learning Outcome addendum form for all new courses and all course revisions submitted to the Curriculum Committee. This will not only ensure continual assessments of the outcomes but will also be a way to assist with quality of outcome statements themselves and their assessments. One SLO coordinator represents faculty on each of the planning and budget teams ensuring that assessment work drives resource allocation. The IPBT in particular considers SLO assessment work when assigning resources and evaluating areas for viability. SLO coordinators have increased communication with Division Deans. We will endeavor to report out to individual departments recognition to assessment work completed and to encourage and support in increasing assessment work as appropriate. We will also continue with programs such as the \$500 LOAC Award.

#### *Student Services Planning and Budget Team SSPBT*

This year the committee conducted all program reviews within Nuventive and felt the process works well and will continue the process into next year, as it was a consistent process. The group will be updating the program review forms to include several state required changes that need to be accounted for. The committee ensured that all areas have a complete SSLO/AUO and assessment on file and will continue the assessment work next year. The group would like to develop a formal voting structure for the committee with assigned voting members. The committee would like to provide an orientation to the DASB representative and possibly assign them a mentor to help with the transition.

#### *Curriculum Committee*

Committee meetings are typically efficient and collegial, and the body's ability to move through well-structured agendas in a timely manner is impressive. We plan to continue our efforts to encourage faculty initiators to begin work on their CORs earlier in the year, and will modify the schedule of our work session offerings for '18/'19 toward this end. Discussion/learning sessions at the end of our meetings are helpful for new members. The committee work also serves as a learning process for initiators and curriculum committee members, resulting in ""curriculum experts"" that

carry that expertise into the broader campus community even if they leave the committee. Additional structured review sessions would be helpful and we will look into how to schedule a few more off those. Additionally, further training on De Anza GE approval processes will be implemented so that these subgroups can be more informed and consistent. One other suggestion we had was to look into having a Canvas-style site with announcements for the committee so members can cut and paste in order to email out to their Divisions.

**Question 3. Reflecting on your groups' ability to disseminate information to its stakeholders, what are some strengths and weaknesses in regards to ensuring that all stakeholders are informed of the committee's activities, processes, policies and decisions? How can you improve your process for information dissemination next year?**

*Administrative Services Planning and Budget Team (APBT)*

A committee member emails the meeting minutes to Academic Senate who often shares the decisions and outcomes. This process will continue next year. Meeting agendas and minutes are posted online. Starting this month, each PBT will report out to College Council as a means to increase information dissemination. The union representative reports back to the ACE classified union during executive board meetings.

*College Council*

Members give committee reports to their constituent groups at each meeting, and report outs should be agendaized as a standing item to ensure that it takes place. Agendas and notes are posted online. Meetings continue to be open to the public and scheduled in advance. With the new website, we can develop a clear process for posting governance committee agendas and minutes.

*Classified Senate*

We would like to do a quarterly newsletter, put the news on the front page of our website, and use social media. We use the senate email to communicate to our members, however, more of the executive council should be communicating than just the President. We will have a secretary next year, although we did very well working together this year taking turns doing the notes and minutes.

*College Planning Committee*

The committee exhaustively documents its processes and conclusions. All of this documentation is posted on the website, and is often included in a formal document such as the Educational Master Plan or accreditation report. The leadership of the committee makes presentations regularly to other shared governance groups and reports outcomes and updates to College Council. We also rely on the committee members to inform their own stakeholders of work being done within this committee. The committee implemented an element of the quality focus essay by initiating PBT report outs as a standing item on College Council.

*Academic Senate*

The academic senate identifies its strengths as using faculty listserv, email, in-person contact and meetings. We intend to improve by developing a survey to solicit more suggestions for how to effectively communicate with faculty and students, and ramp up Guided Pathway Inquiry work.

### *Instructional Planning and Budget Team (IPBT)*

The group posts minutes and agendas on the website. Faculty has a direct connection to the academic senate through the AS vice president who does regular reports to the Academic Senate as a whole. The Classified Senate and ACE representatives report out to their groups and adds them to their notes as well. DASB publicly speaks during a shared governance report and that information gets put into their notes as well. Standing item on College Council to report out each month. One weakness identified by the group is the possibility of misinterpretation of shared information. To improve, we could add a comments/questions box on the webpage of the committee where stakeholders can submit questions/comments directly to the group.

### *Technology Committee*

Each member represents a constituent group and takes information back to their committees as a standing agenda item, including academic and classified senate. All agendas and minutes are posted on the website. They have posted a technology map which gives direction to stakeholders. The committee will work with DASB to try to increase student participation on the committee.

### *Student Learning Outcomes Committee*

The committee found that one-on-one contact and reaching out to members of SLO Core Team and departments have been the best ways to assist departments/areas to assure the continual assessment of outcomes. Checking that SLO statements are on the syllabus for each and every class and that the SLO statements match verbatim with the statements on the course outlines of record will be somewhat streamlined with the new capability for all instructors to have their syllabi uploaded and accessed by the public through the De Anza website. We continue offering workshops for department chairs in making assignments, part-time faculty with their contractual responsibility in regards to SLO work, new faculty/staff, etc. The SLO website is continually updated. Videos have been incorporated to assist in the assessment process. Zoom will be incorporated to a greater extent as all become more familiar with the Zoom application.

### *Student Services Planning and Budget Team SSPBT*

The committee currently relies on representatives from each group to disseminate information back to their respective groups. The representatives often share notes with the committees who they represent who agendize the report out. The group works diligently to update and keep the SSPBT website current. The group will start a new process so that after each meeting, each member will share the link with their stakeholders once the minutes are posted. Based on a new process, SSPBT has a standing item to report out at each College Council meeting.

### *Curriculum Committee*

Strengths include open and effective dialogue with the Academic Senate and our Curriculum Action Team's collective ties with nearly all shared governance bodies on campus. These typically serve to ensure that we are appraised of relevant concerns in ample time to address them. Information dissemination is occasionally hampered by inconsistent attendance or participation from some of our division representatives, and has most recently been affected heavily by the impact of FA's Work-to-Contract call. We can improve this with more regular reporting to both Academic

Senate and FA when needed to ensure they these groups are aware of the working being done as well as critical deadlines. In particular, publicizing the list of courses needing revision to the Senate or a department chairs meeting early in the year would give us another avenue to disseminate this information to departments. Division reps continue to contact their Division curriculum initiators to help them and make sure they are aware of relevant deadlines/meetings/etc.