

**Updating the De Anza Educational Master Plan: A Review of Current Indicators,  
New Accreditation Standards / Definitions, and Sample Assessment Approaches**

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Outline:

Current Indicators of Quality

New Accreditation Standards and Definitions

Master Plan Outcomes Statements

Identifying and Assessing Student Learning Outcomes

Example Means of Assessment

Possible Steps for Winter and Spring 2003

## **Current Indicators of Quality** (De Anza 2005 Pathways to Excellence, Spring 1999)

### Attractiveness to students

- Santa Clara County Adult Population Compared to De Anza Headcount as a Percent of Draw
- Santa Clara County High School June Graduates at De Anza
- Santa Clara County Adult Compared to De Anza Students' Gender and Ethnicity
- De Anza Student Enrollment by Age
- De Anza Distance Learning Student Enrollment

### Comprehensive, quality programs

- De Anza Transfer Students to UC and CSU
- De Anza Transfer Students' GPA Compared to CSU Native Students' GPA
- De Anza Transfer Students by Ethnicity
- De Anza Associate Degrees and Certificates Awarded
- De Anza Degrees Awarded by Ethnicity
- De Anza Student Success and Retention Compared to the Statewide Average
- De Anza Students' Course Success and Retention by Division (Fall)
- New Students Starting with EWRT 100A by Course Attempts and Passes
- New Students Starting with EWRT 100B by Course Attempts and Passes
- New Students Starting with ESL 161-164 by Course Attempts and Passes
- New Students Starting with MATH 200 by Course Attempts and Passes
- New Students Starting with MATH 101 by Course Attempts and Passes
- New Students Starting with MATH 105 by Course Attempts and Passes
- De Anza Student Success Rates by Ethnicity and Gender
- De Anza Student Success Rates in Categorical Programs
- Revenue Generated by Selected De Anza Programs
- De Anza College Associate Degree and Certificate Programs

### Exemplary faculty and staff

- De Anza Staffing Changes
- De Anza Staff Development Workshops
- Types of Staff Development Workshops
- College-wide Learning Communities of Interest

### Collegial campus climate and successful shared governance

- De Anza Decision-Making Model and Participants
- De Anza's Climate for Learning
- Key Decisions Made

### Fiscal soundness

- De Anza's Past and Projected FTES 3% Growth
- De Anza's College-wide WSCH and Productivity Trends
- De Anza's FTES by Division
- De Anza's Resources for Innovation and Improvement
- De Anza's "B" Budget Distribution (Fund 14)
- De Anza's Self Supporting Programs
- De Anza's Facilities and Deferred Maintenance Projects

### Reputation

- Recent Awards and Recognitions Earned by De Anza College
- Regional and Community Leadership Positions Held by De Anza College Faculty, Staff, and Administrators
- State and National Leadership Activities Undertaken by De Anza Faculty, Staff, and Administrators
- Global Leadership Activities Undertaken by De Anza's Faculty, Staff, and Administrators
- Books and Articles Authored by De Anza Faculty and Staff

### **New Accreditation Standards**

**“The institution demonstrates its effectiveness by providing**

- 1) evidence of the achievement of student learning outcomes (SLO)**
- 2) evidence of institution and program performance”**

\* Shift in Focus from Outputs to Outcomes

### **Definitions:**

#### Assessment

- Methods that an institution employs to gather evidence and evaluate quality.

#### Student Learning Outcomes

- Knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences.

#### Evidence of Institution and Program Performance

- Quantitative and qualitative data that an institution as a whole uses to determine the extent to which it attains the performance goals it establishes for itself.

## PART I. The Framework and the Focus

### Why We're Doing This and Where We're Headed

#### **Chart I-3—Mission, Purpose and Outcomes**

##### **Mission**

Building on its tradition of excellence, De Anza College challenges students of every background

- to develop their intellect, character, and abilities,
- to achieve their educational goals, and
- to serve their community in a diverse and changing world.

##### **Purpose**

To accomplish its mission, De Anza College provides

- a quality teaching and learning environment and
- sound educational programs and services, accessible and responsive to the needs and interests of the people of our community.

##### **Outcomes**

De Anza College fulfills its mission by fostering successful students who become

- knowledgeable and self-directed members of the workplace,
- appreciative of the aesthetic expressions of humankind,
- vital participants in the diverse cultures of our community,
- informed and active citizens of the world, and
- lifelong learners.

... recent studies have indicated that the mission is not yet routinely used throughout the college community to frame and guide its decisions and actions. Making these statements accessible and operational will be part of the challenge of this planning effort. In every class we plan, in every program we develop, in every standard we set, in every process we devise, we must think about our mission and ask ourselves:

- Do students learn?
- Do students achieve?
- Do students transfer?
- Do students find satisfying work?
- Do students contribute to improving our community and our world?

As shown in Chart I-4—De Anza's Vision a college-wide vision of the future evolved in 1995-96 from the adoption of our mission, purpose and outcomes statement and reaffirmation of our core values. The vision gives life to the mission and values and has been used to direct the development of mission-based goals and expected outcomes for students and the institution. The vision contains important elements that focus our annual plans on the achievement of student access and success.

#### **Chart I-4—De Anza's Vision**

##### **Outstanding General Education**

WE SEE...an outstanding general education backbone to our degree, founded on interconnectivity and interdisciplinary course offerings.

##### **Future Oriented Workforce Programs**

WE SEE...clusters of occupational and technical programs which are future oriented; limited in number; selected for high quality and market dominance; and well supported.

##### **Purpose Success of Underprepared Students**

WE SEE...basic skills courses & programs which are also interdisciplinary, and integrated with content courses and services. We have "the best ESL in the country."

##### **Inviting Campus Climate**

WE SEE...an inviting campus culture, climate, and physical plant — a beautiful campus in every sense. Special aspects which include: a multicultural / international flair, "real college" elements such as carrillon bells and a wide variety of student "happenings," and an active and constructive associated student body & clubs.

##### **Easy Access**

WE SEE...easy access to the college, including simpler, clearer enrollment processes; more targeted orientation & counseling in accordance with a student flow model; more user-friendly interface in all areas, such as our class schedule; and better connections with high schools regarding student preparedness & eligibility.

##### **Partnerships**

WE SEE...outstanding business, school and community partnerships resulting in a decreased dependence on state funding; and built-in employment for students.

##### **Technology**

WE SEE...outstanding technology in support of our initiatives: distance learning so that you can get to De Anza "Anytime, Anyplace, Anywhere;" delivery of student services such as a state-of-the-art degree audit checking system; curriculum management; and well-supported, integrated and useful decision and information systems.

##### **Accountability**

WE SEE...outstanding management in support of our initiatives with improved fiscal management; a grants office; excellent marketing; highly effective shared decision-making; and improved human resources.

##### **Conclusion**

In Part II, measures of quality will be used to showcase how we are doing over time on each indicator. We will use these indicators through 2005 to map our progress toward our college vision and goals of access and success for every student. They will also be used to meet the goals of the district's master plan and the state goals for California's Community Colleges such as those in "Partnership for Excellence."

## **Identifying and Assessing Student Learning Outcomes**

**(The following is based on and RP Group Training Document, Brad Phillips, 2002)**

### Levels of Assessment

- College / General Education / Core Abilities
- Program / Pre-Major (SLO)
- Course (SLO)

### Direct Evidence

- Passage of license, certification or subject area exams
- Results of general education exams
- Capstone projects or performances
- Employer or internship supervisor ratings of student performance
- Class assignments, projects, etc.
- Departmental exam results

### Indirect Evidence

- Student self-reflective reports
- Surveys of perception (Alumni, graduating or current students)
- Focus group interviews

### Assessment of Student Learning Outcomes – Objectives

- What faculty members intend students to know (cognitive), think or believe (affective) or be able to do (behavioral) when they have completed Degree (general education), Field of concentration (program), or course.
- What roles will program graduates hold and what must they be able to do “out there” in the real world or in upper division work?
- How will the outcomes be demonstrated “in here”?
- What skills and concepts need to be learning?

### Traditional Achievement Outcomes (institution versus student focused)

- Success rates
- Retention or persistence rates
- Number of graduates or transfers
  - NEW: Shift from exclusive use of indirect methods of measuring learning (transfer rates, etc.) to the use of direct measures of student learning.

## Means of Assessment (examples)

### **Embedded Narrative Assignments**

- Case Study
- Portfolio (paper or electronic)
- Capstone project
- Senior exit essay

### **Performances**

- Critical situation scenario
- Debate
- Demonstration
- Oral presentation
- Online monitoring

### **Tests**

- Standardized test
- Homegrown test
- In class objective test
- In class essay

### **Student Centered**

- Exit Interview
- Focus group
- Self-rating of progress

### **Archival**

- Library use, on-line activity
- Transcript analysis
- Transfer records

### **Stakeholders Perspective**

- Alumni, employee, employer surveys
- Experience of faculty who inherit our students

## **Possible Steps for Winter and Spring 2003**

(Updating the Master Plan by Incorporating an Institutional Assessment Plan?)

### **FOR DISCUSSION**

- Form an Assessment Group from members of the College Council
- Begin to inventory assessment activities already taking place.
- Begin to Discuss way to formerly articulate Outcomes that can be measured DIRECTLY
- Begin writing plan for demonstrating/assessing outcomes

#### **NOTE:**

- Samples are acceptable
- For Articulation, need to show that the dialogue has started