



**FOLLOW-UP REPORT TO THE
ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES**



**OCT. 14, 2009
DE ANZA COLLEGE
21250 STEVENS CREEK BLVD.
CUPERTINO, CA 95014**

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**STATEMENT ON REPORT PREPARATION
OCT. 14, 2009**

Discussions for this report began in February 2009 immediately following receipt of the Commission's Feb. 3, 2009, letter. De Anza College senior staff shared the Commission's letter with the entire college community and affirmed the college's commitment to accelerating efforts to fully address the standards related to Student Learning Outcomes. The college has long been engaged in programs and institutional commitments associated with the issues of Recommendation 2, and continues to address them.

The Academic Senate has led the college's efforts related to Student Learning Outcomes, both before and after the Commission's letter. The Senate president, Curriculum Committee co-chair, Student Learning Outcomes coordinators, vice president of Instruction, vice president of Student Services and the college researcher met on Jan. 28, 2009, to confirm and implement a comprehensive program of student learning and service area outcomes and assessment, based upon work that had been completed during the previous year. The college completed its identification of Institutional Core Competencies (ICCs) on March 16 and immediately moved to implement the next elements of the college plan. Following presentations to college constituency groups, a plan for fully addressing the relevant standards was presented to the Foothill-De Anza Board of Trustees on May 4. Work on SLOs and Service Area Outcomes continued throughout the spring and summer quarters and culminated on September 18 when De Anza College's fall quarter Opening Day activities, in which virtually all full-time faculty and staff participated, were devoted to the use of assessment to improve student learning and success.

While the college agrees with the Commission that the issue of Student Learning Outcomes requires action to bring the college into full compliance with current standards, the college has amply documented its commitment to and action on issues of equity and diversity as referenced in Recommendation 2. These are core elements of De Anza College's very identity, not requiring remediation so much as continued engagement. This work continued in 2009 with the focus of program reviews on targeted student populations outlined in the college's strategic planning initiatives. Program reviews were developed for Instructional, Student Services and Finance and Educational Resources areas and used to prioritize resource allocations. The discussion in the Planning and Budget Teams (PBTs), Academic and Classified Senates, Instructional Deans Council, Student Services Council and senior staff included data on student success and retention disaggregated by ethnicity as part of the college's effort to ensure that barriers do not impede the success of any student group.

Academic and Classified Senate officers, college senior staff and district senior staff reviewed the report. The district board of trustees then approved the report at its meeting of Oct. 5, 2009.



Brian Murphy, De Anza College President

RESPONSE TO TEAM RECOMMENDATIONS & COMMISSION ACTION LETTER

Recommendation 1

The team recommends that the college engage in a broad-based dialogue that leads to the establishment of a process for the assessment of Student Learning Outcomes (SLOs), including the establishment of timelines and the identification of responsible parties. This process should result in:

- the identification of SLOs for courses, programs (instructional, student support services, learning support services) certificates and degrees;
- the assessment and evaluation of student progress toward achieving these outcomes; and
- the use of the results to improve student learning.

(Standards I.B, II.A, II.B, II.C, III.A.1.c; Eligibility Requirement 10; Eligibility Requirement 19)

“With regard to Recommendation 1, the Commission is concerned that due to the late start, De Anza College will have difficulty meeting the 2012 deadline for compliance with the rubric and standards related to student learning outcomes and needs to accelerate its efforts to fully address the recommendation.”

Description of the Progress Made on Recommendation 1

2007-08

December 2007

- Developed the SLO coordinator position and timelines for academic year
- Appointed SLO coordinator and began work

January 2008

- Discussions with divisions and departments on Institutional Core Competencies (ICCs), quantitative assessments, diversity and Commission Recommendation 1
- Created calendar of events for the 2007-08 and 2008-09 academic years
- Meetings with vice president of Instruction and vice president of Student Services

February 2008

- Presentation to Academic Senate
- Presentation to Diversity Advisory Council
- Core competencies for SLOs developed by SLO coordinator and General Education (GE) Committee
- Presentation at De Anza College’s Teaching and Learning Conference
- Presentation to Instructional Deans Council
- Meetings with vice president of Instruction and vice president of Student Services

March 2008

- Presentation to Student Services Council
- Training held for Student Services managers

- Presentation to college senior staff
- Meetings with vice president of Instruction and vice president of Student Services

April 2008

- Presentation and discussion of ICCs with Academic Senate (See **Appendix 1**)
- Meeting with Student Services managers regarding student support SLOs
- Development of worksheet on Bloom's Taxonomy to present to Academic Senate
- Meeting with Basic Skills Initiative (BSI) and Title III grant coordinators to discuss alignment with SLOs
- Meeting with Curriculum Committee to discuss Bloom's Taxonomy and SLOs
- Meetings with vice president of Instruction and vice president of Student Services

May 2008

- Series of meetings begun by SLO coordinator with Academic and Student Services departments and divisions
- Meetings with Curriculum Committee, Academic Senate, BSI Committee and Title III Committee
- Meetings with vice president of Instruction and vice president of Student Services

June 2008

- Town Hall held to present information and work on Institutional Core Competencies and SLOs (meeting was open to the entire college, although key members of all constituent groups were sent a special request to attend)
- Met with Disability Support Programs & Services (DSPS) and Educational Diagnostic Center (EDC) staff to discuss SLOs and targeted populations
- Meetings with vice president of Instruction and vice president of Student Services

2008-09

- On Oct. 31, 2008, the college sponsored a workshop for members of the Academic Senate and the Curriculum Committee, along with other interested faculty members and administrators, to learn about assessment methods for SLOs. As a result of this workshop, the Academic Senate chose the course-embedded assessment method as a first step in evaluating learning outcomes. Forty individuals attended the workshop.
- In January 2009, two new Outcomes Coordinators were appointed, one for student learning and one for Student Services areas. (See **Appendix 2** for job descriptions.)
- On Jan. 5, 2009, the SLO Team, consisting of the two outcomes coordinators, the Academic Senate President and the Curriculum Committee faculty co-chair met weekly to identify and plan for future needs, identify and develop resources, implement training, and update others on campus as needed. (See **Appendix 3** for minutes from January). The Academic Senate President informs the Academic Senate as needed, as does the Curriculum Committee co-chair.

- In winter 2009, the SLO Steering Committee (see **Figure 1** below), consisting of the two outcomes coordinators, Academic Senate President, Curriculum Committee co-chair and college researcher, met monthly with the vice president of Instruction and vice president of Student Services to brief them on current activities and plan how to meet future needs.

Figure 1 – De Anza College Outcomes Assessment Shared Governance Participants

Academic Senate

SLO Team

Academic Senate President
 Outcomes Coordinator (SLOs)
 Outcomes Coordinator (SAOs)
 Curriculum Committee Co-Chair

Senior Staff

SLO Steering Committee

Academic Senate President
 Outcomes Coordinator (SLOs)
 Outcomes Coordinator (SAOs)
 Curriculum Committee Co-Chair
 Vice President of Instruction
 Vice President of Student Services
 College Researcher
 Accreditation Liaison Officer
 Organizational Development Director

College Council, Classified Senate, Curriculum Committee,
 Planning and Budget Teams, Strategic Initiative Teams,
 Educational Master Planning Committee, Basic Skills Taskforce

- On March 9, 2009, the Academic Senate adopted a position paper on SLOs. (See **Appendix 4**)
- On March 11, 2009, the college sponsored a workshop to train faculty SLO division liaisons. In spring 2009, the 25 liaisons piloted an assessment model that they shared with the college during fall 2009 Opening Day activities. The liaisons are responsible for training faculty to write Student Learning Outcomes and develop assessments for courses in their areas.
- On March 16, 2009, the Academic Senate revised and finalized the Institutional Core Competencies, which were later endorsed by the Classified Senate and College Council (see **Appendix 5**). The development of the ICCs began in 2007-08 and included a campuswide Town Hall meeting on June 5, 2008.

In spring 2009, faculty began writing and documenting Student Learning Outcomes statements. See **Figure 2** below for an example of the documentation sheet developed.

Figure 2 – SLO Documentation Sheet

DE ANZA COLLEGE					
STUDENT LEARNING OUTCOME: PHASE 1 - WRITING					
Date	5/1/2009				
Division	Physical Science & Engineering				
Department (J-W)	MATH				
Group Leader	Anne Leskinen				
Email Address	leskinenanne@fhda.edu (only fhda.edu accounts)				
Team Members	Harman Dhaliwal, Mehrdad Khosravi, Lenore Desilets, Doli Bantbaria, Anne Leskinen				
Course ID	MATH 1A (ex. ANTH 1)				
Title	Calculus				
(For SLO Office use ONLY)	Communication Information Literacy Physical and Mental Wellness and Personal Responsibility Global, Cultural, Social and Environmental Awareness Critical Thinking				
Student Learning Outcome	Analyze and synthesize the concepts of limits, continuity, and differentiation from a graphical, numerical, analytical and verbal approach, using correct notation and mathematical precision				
(For SLO Office use ONLY) SLO ID Number					
Student Learning Outcome	Evaluate the behavior of graphs in the context of limits, continuity and differentiability				
(For SLO Office use ONLY) SLO ID Number					
Student Learning Outcome	Recognize, diagnose, and decide on the appropriate method for solving applied real world problems in optimization, related rates and numerical approximation				
(For SLO Office use ONLY) SLO ID Number					
STUDENT LEARNING OUTCOME: PHASE 2 - ASSESS					
SLO #1	Analyze and synthesize the concepts of limits, continuity, and differentiation from a graphical, numerical, analytical and verbal approach, using correct notation and mathematical precision				
(For SLO Office use ONLY) SLO ID Number					
Timeframe of Assessment					
Assessment Strategy Used	<input checked="" type="checkbox"/> Course Embedded <input type="checkbox"/> Survey <input type="checkbox"/> Other (briefly Describe): _____				
Timeframe of Assessment	<table border="1" style="width: 100%;"> <tr> <td>Start Date</td> <td>End Date</td> </tr> <tr> <td></td> <td></td> </tr> </table>	Start Date	End Date		
Start Date	End Date				
STUDENT LEARNING OUTCOME: PHASE 3 - REFLECT & ENHANCE					
Summarize Your Findings					
Reflection					
Includes, but is NOT limited to:					
* Effectiveness of the process.					
* Was the outcome measurable?					
* Was the assessment an effective measurement tool?					
* Could you assessment be used to					
* Did you students meet your					
Enhancement					
Describe how the assessment results were applied to enhance or improve student learning: content, teaching methods, assignments, course evaluation procedures, the SLO.					
PROGRAM REVIEW UPDATE					
Additional comments and requests for resources. E.g. Staff retraining funds, capital equipment needs, facility modifications, etc...					

- In spring 2009, 20 faculty liaisons took a special topics course (Social Sciences 78), in which they completed a course assessment cycle.
- On April 24, 2009, the college sponsored a workshop for 45 staff, faculty and administrators on how to write and assess SAOs. These attendees have taken that knowledge to their areas to develop outcomes and will assess them in 2009-10.
- In spring 2009, the Academic Senate developed a Web site to inform the entire campus community of current activities and plans (www.deanza.edu/slo)
- On May 4, 2009, the Academic Senate president, two outcomes coordinators and the vice president for Instruction delivered a presentation and submitted a report to the Foothill-De Anza Board of Trustees on plans for implementing Student Learning Outcomes. (See **Appendix 6** for the report.)
- On May 26, 2009, the college reviewed a budget for SLOs. (See **Appendix 7**.)
- On June 16, 2009, the college held a follow-up workshop for Student Services on SAO writing.
- On July 17, 2009, the college included Student Learning Outcomes as a significant part of the portfolio for a new position, now filled, of director of Professional and Organizational Development. (See **Appendix 8** for the position description.)
- In summer 2009, the college dedicated staff time and financial resources to the development of a computer database system to integrate outcomes and assessment into the course outlines of record using the Web-based Electronic Curriculum Management System (ECMS). A parallel system is being built for SAOs.
- On July 27, 2009, the SLO Team delivered an update to the six members of college senior staff: president; vice president of Instruction; vice president of Finance and Educational Resources; associate vice president of Instruction; associate vice president of Finance and Educational Resources; and the director of Marketing, Communications and Development; the position of vice president of Student Services was recently vacated due to retirement. (See **Appendix 9**.)
- On Aug. 20, 2009, the college held an additional workshop for Student Services staff on SAOs and assessment.
- On Sept. 18, Opening Day activities attended by virtually all 500 full-time faculty and staff and numerous part-time faculty included presentations on assessment and departmental time to develop outcome statements and assessment plans. (See **Appendix 10**.)

- In early fall quarter 2009, the president distributed a draft planning framework to the Academic and Classified Senate presidents for review by their respective constituency groups. See **Figure 3** below.

Figure 3 – De Anza College Planning Framework

Time Frame	Activity	Lead Responsible Party(ies)
Fall 2009- Winter 2010	Educational Master Plan revised, including mission statement review and inclusion of ICCs	President; Educational Master Plan Committee
Fall 2009	SLOs written for all active courses	Faculty
Fall 2009	Faculty trained in assessment	SLO Coordinators
Fall 2009- Winter 2010	Program review update criteria written to include SLO information	Planning and Budget Teams (PBTs)
Fall 2009- Winter 2010	SAO and AUO outcomes and assessments written	Student Services and Finance & Educational Resources Teams
Winter 2010	SLO assessments completed in three to five of each department's highest-enrolled courses	Faculty
Spring 2010	One-third of courses have completed SLO Assessments. At least one SAO cycle will have been completed.	Faculty
Spring 2010	SLO assessment information used in planning and budget discussions	PBT co-chairs, college senior staff, Student Services, and Finance & Educational Resources Teams
Spring 2010	Program outcomes written	Academic Senate
Spring 2010	Course revisions submitted to the Curriculum Committee to include SLOs	Curriculum Committee
Fall 2010- Winter 2011	An additional one-third of courses have completed SLO Assessments	Faculty
Fall 2010- Winter 2011	Program assessments completed	Faculty
Spring 2011	SLO, SAO, AUO assessment information used in planning and budget discussions	PBT co-chairs, college senior staff
Spring 2011	Institutional outcomes assessed	College researcher
Spring 2011	Results of self-study discussed in shared governance committees	President
Fall 2011- Winter 2012	The final one-third of courses have completed SLO assessments	Faculty
Fall 2011- Winter 2012	Program assessments completed	Faculty
Spring 2012	SLO, SAO, AUO assessment information used in planning and budget discussions	PBT co-chairs, senior staff
Spring 2012	Institutional outcomes assessed	College researcher
2012-13	New cycle begins	College community

Analysis of Results Achieved to Date

De Anza College has made tremendous progress over the last year toward fully addressing the Commission's recommendation on Student Learning Outcomes. College faculty will have created SLO statements for all of the approximately 2,000 active courses by fall 2009, and have begun the process of assessment focused on improving learning and teaching. A plan has been developed that establishes timelines and identifies responsible parties for implementing comprehensive assessment processes for courses, programs and the institution. Both personnel and financial resources have been allocated to support the efforts.

The college's goal is to create continuous, sustainable quality improvement through a sound outcomes-based program review process. De Anza has committed to a faculty-driven process that will lend to its sustainability because the faculty and staff have personally come to believe that the process has value.

Evidence of Results

- 1) Institutional Dialogue and Commitment
 - a. Committee minutes
 - i. College Council
www.deanza.fhda.edu/gov/college_council/notes/
 - ii. Academic Senate
www.deanza.fhda.edu/gov/academicsenate/notes/
 - iii. SLO Team and Steering Committee
www.deanza.fhda.edu/slo/minutes/index.html
 - b. Presentations to the college community
 - i. Presentation to the board of trustees, May 4, 2009
www.fhda.edu/about_us/board_presentations
 - ii. Presentation to faculty and staff, Opening Day, Sept. 18, 2009
www.deanza.fhda.edu/slo/binder/index.html
- 2) Training Materials
 - a. SLO and SAO training October 2008; January, March, June, August and September 2009
www.deanza.fhda.edu/slo/index.html
www.deanza.fhda.edu/slo/sao/index.html
 - b. ECMS outcomes and assessment system overview, August 2009
http://ecms.deanza.edu/ecmsreportRoadMap5_8_09.pdf
- 3) Resources
 - a. Budget - \$75,000 per year
www.deanza.fhda.edu/slo/pdf/slobudget.pdf
 - b. Personnel
 - i. Dedicated personnel – Two outcomes coordinators (with released time totaling 10 percent of all released time allotted to faculty at De Anza); faculty Director of Professional and Organizational Development

- ii. Other – Academic Senate president, Curriculum Committee co-chair, vice presidents for Instruction and Student Services, college researcher, database developer
- 4) Outcomes
- a. Institutional Core Competencies (ICCs)
www.deanza.fhda.edu/slo/icc.html
 - b. SLOs written by division (See **Figure 4**)
 - c. Physical Sciences, Math and Engineering (PSME) Division training and course outcomes
[http://faculty.deanza.edu/illowskybarbara/stories/storyReader\\$45](http://faculty.deanza.edu/illowskybarbara/stories/storyReader$45)
 - d. ECMS outcomes and assessment system overview
<http://ecms.deanza.edu/>
 - e. Financial Aid Office SAO example (See **Appendix 11**)

Figure 4 De Anza College Courses with SLOs Written By Division

Division	Active Courses	Courses with SLOs	Percent
Applied Technology	69	51	74%
Biological and Health Sciences	200	191	96%
Business and Computer Systems	209	110	53%
Creative Arts	194	105	54%
Language Arts	113	79	70%
Intercultural Studies	177	127	72%
Physical Education	168	163	97%
Physical Sciences, Math and Engineering	54	47	87%
Social Sciences and Humanities	196	110	56%
Special Education	42	40	95%
Student Services	9	9	100%
Total	1431	1032	72%

Additional Plans in Response to Recommendation 1

- The Program Review update in 2009-10 will incorporate assessment results into the college’s planning and resource allocation processes.
- An Educational Master Plan Committee will begin meeting in fall 2009 to review the college mission statement, reaffirm strategic planning initiatives and integrate ICCs into the strategic planning process.

- A workshop will be conducted for administrative areas in fall 2009 to assist with the development of Administrative Unit Outcomes and assessments.
- Beginning in fall 2009, faculty will input Student Learning Outcomes statements and assessment results into an online database associated with the existing Electronic Curriculum Management System (ECMS).
- Beginning spring 2010, all courses scheduled for curriculum review will be required to incorporate SLOs into the course outlines submitted to the Curriculum Committee.
- By spring 2010, program outcomes will be written as part of the General Education Review under way by the Academic Senate.
- By spring 2010, one-third of active courses will have completed an SLO Assessment Cycle (see sample tracking sheet in **Figure 5** below): creation of outcome statements; creation and implementation of assessments; reflection upon findings with peers; plans for implementing changes; and forwarding recommendations via the program review update. The remainder of the courses will be addressed as part of annual cycles of SLO assessments.

Forecast of Where the College Will Be at its Next Accreditation Visit

The college is on track to reach the Proficiency level of the Commission's SLO Rubric and the Standards cited in the previous site visit. The college has engaged the entire college community and has demonstrated its commitment through the allocation of personnel and financial resources. The college now has a plan developed by a broad-based group of faculty and staff, led by the Academic Senate, committed to improvement. Over the next two years, the college will incorporate faculty and staff assessment efforts into institutional planning and resource allocation processes. As the college begins its self-study process in preparation for the fall 2011 visit, the college will continue to demonstrate its commitment to improvement.

Figure 5 – Sample SLO/Assessment Tracking Sheet

Task 3: Worksheet
S A M P L E
Calendar for Academic Year 2009-2010

Goal to assess 3-5 courses for 2009-2010

by: **April 9, 2010**

Division: Physical Education and Athletics

Department: Physical Education

Course #, Name	SLO-state the outcome that is to be assessed	Quarter to be assessed	Reflection Date
SAMPLE: All outcomes assessed simultaneously			
PE 6S, Step Aerobics	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Fall '09	tentatively April 18, 2009 TBA time
		Winter '09	
		Winter '09	
PE 6S, Step Aerobics	Implement proper techniques and choreography related to step aerobics.	Fall '09	tentatively April 18, 2009 TBA time
		Winter '09	
		Winter '09	
SAMPLE: One outcome assessed sequentially			
PE 6S, Step Aerobics	Apply knowledge of basic fitness concepts as they apply to health and wellness.	Fall '09	tentatively April 18, 2009 TBA time
		Winter '09	
PE 6S, Step Aerobics	Implement proper techniques and choreography related to step aerobics.	Fall '09	tentatively April 18, 2009 TBA time
		Winter '09	
		Winter '09	

Recommendation 2

The team recommends that the college develop and move into action a set of strategies designed to identify, assess and address diversity and equity issues in an effort to ensure that barriers do not impede the success of any student group; that instructional methods and materials are informed by awareness of, and appreciation for, the diversity of the college's students; and that the campus climate is inclusive and welcoming to all students and members of the community. (Standards II.A1.a, II.A.2.d, II.B3.d)

Description of the Progress Made on Recommendation 2 in 2008-09

De Anza College has a long history of addressing the issues of equity and diversity, and notes that the Commission does not include in its recent letter any elaboration of particular issues requiring remediation. The midterm report indicated several initiatives undertaken since the visiting team report in 2005, building upon a long-established record of attentiveness to issues of equity and diversity. As the Visiting Team wrote in 2005:

De Anza College actively recruits and supports students from a variety of backgrounds and life experiences. Despite funding cuts in recent years, Student Services programs share resources and create activities that emphasize access, outreach, retention, persistence and success. They have maximized these efforts by undertaking a strategic partnership with the Instruction Division (sic). This partnership has resulted in a number of collaborative projects aimed at supporting De Anza's diverse student population. Examples of these efforts include the Learning in Communities (LinC) program, the Puente Program, Math Performance Success (MPS) program, and an Early Alert program. These programs are aimed at assisting students with persistence, success, and retention (Standard II.B) (page 23)

With regard to Instruction, the team noted with enthusiasm the work of the Curriculum Committee and cited the "evaluation of overall program effectiveness, including enrollment trends, retention and success rates..." (Page 21), without explicitly mentioning that all courses are reviewed with regard to multicultural course content and materials as well as success rates of different groups. Similarly, when speaking of Student Life, the team reported more than 50 student clubs and an active student government, not mentioning the degree to which these clubs explicitly emphasize the diversity and multicultural values of the campus. The report pointed to the funding of a curriculum specialist to facilitate the inclusion of multicultural components across the curriculum and recognized that the college "has a commitment to ensuring that efforts are in place to provide a learning environment that is inclusive and welcoming to all students," without noting that De Anza was among the first colleges to actually fund a full-time position devoted to diversity issues.

Since the Visiting Team issued its report, the college can document a wide variety of initiatives and programs that aim to further enhance the college's commitment to

diversity and equity. Three years ago these issues were at the core of the college's Strategic Plan, as the four main initiatives of the plan each spoke to access and success for all students and called specifically for attention to the least served communities in our region.

Those four strategic initiatives include Outreach; Individualized Attention to Student Success; Cultural Competence as we engage students; and Community Collaborations among the students and communities we serve. All four elements received funding for the initial ramp-up phase during the past two years and were then integrated into the formal operations of the college.

The Strategic Plan was developed by a group of more than 100 faculty and staff members and subsequently vetted through every unit on campus, resulting in commitments to action on the part of each. The college invested more than \$800,000 in start-up expenses for everything from outreach to cultural competence training. Three years later, our first-time-to-college Latino student enrollment is up 77 percent, first-time-to-college African American student enrollment is up 30 percent, and first-time-to-college Filipino enrollment is up 30 percent. We have new First-Year programs, a new Sankofa Scholars Program aimed at the success of African American students, a new Latina/o leadership program, major new work in developmental education/basic skills, and a major national grant to increase the success of low-income Asian and Pacific Islander students.

Beyond programs are new faculty and staff: More than 75 percent of new hires over the past five years are bilingual. The college has increased its effective connections with more than 70 local high schools, particularly targeting schools with low-income and historically underrepresented students. We have a new Institute for Community and Civic Engagement (ICCE), which has established partnerships across our region. Student leadership represents the broadest possible diversity of the campus.

Some evidentiary highlights:

- Included student equity as the primary focus of the 2008-09 program reviews. (See **Appendix 12.**)
- Successfully completed the search for a new faculty coordinator of Diversity, Community and Civic Engagement upon the retirement of previous coordinator. (See **Appendix 13** for job description.)
- Received a \$1.2 million U.S. Department of Education grant to improve the success rates of Asian and Pacific Islander student groups (Vietnamese, Filipino, Pacific Islanders) with historically low success rates, through training and curricular initiatives.
- Developed and implemented the Sankofa Scholars Program (an affiliate of the statewide Umoja Program), which bases its teachings and activities on an African-centered philosophy. The program enables students to see themselves within a

positive historical and cultural context that values the traditions, wisdom, accomplishments, suffering and perseverance of the past to positively impact their lives and community.

- Offered a two-day institute, “Pathways to Student Success in the Community College,” conducted by Bob Franco, service learning director of Kapio’lani Community College in Hawaii, on Sept. 15 and 16, 2008. Institute goals focused on a variety of areas related to closing the student equity gap in undergraduate education.
- Offered a Cultural Competence practicum for faculty, staff, administrators and students that included campuswide small discussion groups for topics generated by readings, research, events and trainings. These small groups meet three to four times per quarter.
- Developed a two-day workshop on issues of race and class for all college administrators.
- Trained student action researchers (in Sociology 15: Research Methods, a transferable course) to measure the impact of culturally relevant strategies and interventions used in the classroom and other areas of the campus upon specific student populations at De Anza College.

Other Training Activities

- Urban Arts and Hip Hop Festival, ICCE (organizer), Nov.15, 2008
- “Engage Her: Getting Minority Women to Lead and Vote,” ICCE (event coordinator)
- Immigration, voter education, AB540 education forum, ICCE, ¡LEAD! (Latino Empowerment at De Anza), AB540 Club, De Anza Student Body Latino Heritage (forum organizers)
- “Bring in Pinoys! Bring in DA Funk! Filipino American Students at De Anza: Who are they, what are they, what are their experiences, and why are they passing courses at rates below the college average,” Jan. 27, 2009
- “Pacific Islanders: Voices Across the Ocean,” with visiting speaker Erica Benton April 24, 2009
- “A Forum for Improving Student Success for Southeast Asian American Students,” Michael Chang (session leader), De Anza College Teaching and Learning Conference, May 15, 2009

- Pinay Educational Partnerships Workshop (Strategies to Engage Filipino American Students), ICCE (session leader), De Anza College Teaching and Learning Conference, De Anza College, May 15, 2009
- Undocumented Student Rights workshop, ¡LEAD! (Latino Empowerment at De Anza) and Marc Coronado (session leaders), De Anza College Teaching and Learning Conference, May 15, 2009
- Sankofa Scholars Program workshop, David Coleman and Ulysses Pichon (session leaders), De Anza College Teaching and Learning Conference, May 15, 2009
- Activities celebrating Asian Pacific Heritage Month, Latina/o Heritage Month, African Ancestry Month and Women's History Month

Analysis of Results Achieved to Date

Work in 2008-09 built upon the strategic planning agendas conducted over the two previous years. There is institution-wide support for aligning institutional policies and practices with the standards of cultural competence. After the retirement of the faculty diversity coordinator, and in the face of budget reductions, the college moved forward in hiring a new faculty member to support this strategic planning agenda. Diversity continues to be a strong focus of the curriculum review process (see **Appendix 14**). Grants focusing on improving the learning of historically underserved students (IMPACT Grant for Asian Pacific Islanders, Title III and Basic Skills) have all been brought under the direction of the associate vice president of Instruction for stronger coordination. These grants are sponsoring curricular initiatives such as Summer Bridge and First-Year Experience programs, learning communities and computer-assisted math instruction that include a focus on helping to improve the learning outcomes of students targeted in the strategic planning initiatives. This same focus has been and continues to be integral to planning and budgeting decisions made by shared governance groups.

Evidence of Results

- Program reviews asked departments to respond to strategic initiatives on outreach and success of targeted populations. PBTs used the information to prioritize new faculty hires for 2009-10 and direct budget reductions in 2009-10.
www.deanza.fhda.edu/gov/IPBT/program_review_files.html
www.deanza.fhda.edu/gov/SSPBT/resources.html
- Program review data was added noting success rates for targeted and non-targeted groups.

Figure 6

Distribution and Success by Targeted Group

Year/Demographic	Count	Col %				Percent			
			Success	Non-success	Withdraw	Success	Non-success	Withdraw	Retained
Fiscal Year 2007-08									
Targeted	57,997	29	43,462	9,033	5,502	75	16	9	91
Not Targeted	144,085	71	115,716	14,356	14,012	80	10	10	90
Total	202,082	100	159,178	23,389	19,514	79	12	10	90
Fiscal Year 2006-07									
Targeted	52,307	27	39,604	6,197	6,506	76	12	12	88
Not Targeted	142,860	73	114,581	11,911	16,365	80	8	11	89
Total	195,167	100	154,185	18,108	22,871	79	9	12	88
Fiscal Year 2005-06									
Targeted	47,889	25	35,398	6,397	6,094	74	13	13	87
Not Targeted	146,580	75	118,370	12,236	15,974	81	8	11	89
Total	194,469	100	153,768	18,633	22,068	79	10	11	89

Targeted groups = Hispanic, Black, Filipino

2/17/09

Additional Plans in Response to Recommendation 2

- The 2009-10 program review updates will include a focus on the Student Learning Outcomes of diverse groups of students.
- In fall 2009, the Educational Master Plan Committee will review the strategic planning initiatives, including the institutional commitment to historically underserved groups.
- The third annual conference on Youth Voices United for Change is scheduled for Dec. 4, 2009.
- On Nov. 29 and 30, 2009, De Anza College will partner with San Jose City College in hosting author Tara Yosso for an institute on critical race theory.

Forecast of Where the College Will Be at its Next Visit

De Anza College will exceed the recommendation of the Visiting Team in demonstrating its intrinsic commitment to diversity. The work performed under the auspices of the Cultural Competence strategic planning initiative has already resulted in the increased implementation of strategies that reflect institutional commitment to the success of the diverse students served by our college. The use of program review questions and data related to diversity for planning and decision-making demonstrates the collegewide commitment to improving the learning and success of all of our students. It is the commitment of the college that this dedication to diversity and equity will be seen in the governance of the college, its hiring practices, its evaluations of faculty and staff and, most of all, in the classroom.

Appendix 1

CORE COMPETENCIES

1. COMMUNICATION AND EXPRESSION

Students will present oral and written communication in a competent, effective and ethical manner and engage in imaginative, creative and symbolic expression.

Communication and Expression is characterized by the ability to:

Read and Write

- Comprehend and interpret various types of written information
- Communicate ideas/information, values and thoughts in writing

Listen and Speak/Converse

- Receive, attend to, interpret and respond appropriately to verbal and/or nonverbal messages
- Organize ideas and communicate verbal or non-verbal messages appropriate to the audience and the situation
- Participate in conversations, discussions and group activities
- Speak clearly and ask questions

Creatively Express

- Develop skills, crafts, techniques and competencies in a given expressive form
- Demonstrate an understanding of the diverse cultural contexts through which and from which works of creative expression are produced
- Demonstrate creativity through performance, an exhibition or distribution of the creative work they produce

2. INFORMATION LITERACY

Students will recognize when information is needed and locate, evaluate, synthesize, use and communicate information in various formats. Information Literacy is characterized by the ability to:

- Recognize when information is necessary
- Develop effective research strategies
- Locate, retrieve and use information in a variety of formats
- Critically evaluate and synthesize information
- Determine and use the appropriate resources to produce the desired results
- Use current technology to acquire, organize, analyze and communicate information
- Understand the social, legal and ethical issues relating to information and its use

3. CRITICAL THINKING

Students will analyze, synthesize and evaluate a diversity of ideas represented in theories, images and concepts. Thinking critically is characterized by the ability to:

Analyze – including:

- Applying rules and principles to new situations and using them in a problem-solving process
- Differentiating between facts, assumptions, influences and conclusions
- Drawing conclusions from information given
- Translating the verbal/written concepts into symbolic form and vice versa
- Engaging in reasonable, reflective thinking with healthy skepticism

Solve Problems – including:

- Recognizing whether a problem exists
- Identifying components of the problem or issue
- Creating a plan of action to resolve the issue
- Monitoring, evaluating and revising when necessary

Compute – including:

- Applying basic numerical concepts such as whole numbers, percentages and estimates
- Interpreting/developing tables, graphs, charts and diagrams to explain concepts or ideas
- Applying appropriate principles and formulas

Research – including:

- Identifying the need for data
- Collecting Information and obtaining data from various sources
- Organizing, processing and maintaining records of the information collected
- Analyzing the information for relevance, credibility and accuracy
- Synthesizing, evaluating and communicating the results
- Determining which technology resources will produce the desired results

4. PERSONAL AND PROFESSIONAL RESPONSIBILITY

Students will have the ability to make choices that promote and integrate social, environmental, physical, spiritual, emotional and intellectual wellness. Personal and Professional Responsibility is characterized by the ability to:

Assess, Analyze and Develop

- Lifestyle choices
- Life goals
- Career choices
- Strategies to attain life goals
- Ethical principles and act accordingly
- Self-worth
- Social awareness
- Civic knowledge and engagement
- Effective individual and collaborative work habits

5. PHYSICAL AND MENTAL WELLBEING

Students will be able to demonstrate an understanding of lifelong wellness through physical fitness, personal development and lifelong learning. Physical and Mental Well-Being is characterized by the ability to:

Assess, Analyze and Develop

- Physically and mentally fit lifestyle patterns
- Stress management techniques
- Healthy and balanced nutritional habits
- Interests, hobbies and pursuits that promote mental and physical health and growth

6. GLOBAL, CULTURAL AND SOCIAL AWARENESS

Students will articulate or demonstrate the ability to be a fully engaged, ethically responsible, culturally proficient, and informed civic, national, and global citizen. Global, Cultural and Social Awareness is characterized by the ability to:

- Define and shape the democratic process and actively participate
- Value and respect the rights and complexity of diverse peoples, cultures and perspectives
- Demonstrate or articulate empathetic understanding of diverse social, political and global human conditions
- Recognize important economic and political issues and values in one's community, state, country and the world
- Analyze the importance of the natural environment to human wellbeing and the impact of human activity on the sustainability of local, national, global environmental systems
- Assess and analyze the integration of social, political, economic and ecological systems and activities

Appendix 2

DEC. 4, 2009, SLO JOB POSTING

Description: The SLO coordinators will work collaboratively with the faculty in developing and implementing Student Learning Outcomes during the 2008-09 academic year. One coordinator will work primarily with instructional faculty and the other coordinator will work primarily with Student Services. Both coordinators would be encouraged to work together when feasible. The Academic Senate will work closely with both coordinators to provide training and support throughout the academic year.

1. Attend training conferences, workshops, etc. offered by the ASCCC and other groups as requested and as needed.
2. Coordinate with faculty in finding, evaluating and selecting assessment methods/models for the Institutional Core Competencies.
3. Assist the Curriculum Committee in developing potential processes/models for integrating SLOs into course outlines of records.
4. Collaborate with faculty in departments/programs/divisions in developing SLOs at the course and program levels.
5. Train faculty members to serve as resources for their departments/programs/divisions.
6. Coordinate the development of a pilot project that incorporates Institutional Core Competencies, Student Learning Outcomes (at the course/program level), and assessment and review of the results.

Terms of Employment:

Assignment would commence upon hiring and conclude on June 30, 2009.

- Goal-setting meetings and progress updates would occur twice monthly with any/all of the following: Office of Instruction, Office of Student Services, Curriculum Co-chair, Academic Senate officers, Accreditation Liaison Officer, Office of Institutional Research.
- Position will be reviewed for scope, duration and compensation by June 1, 2009.
- Upon mutual agreement of the Academic Senate officers and De Anza senior staff, it would be possible to continue the position for the following academic year (2009-10) pending funding.
- Compensation: each coordinator would receive one class release time per quarter for both winter 2009 and spring 2009.
- Summer work may be required; if so, it will be compensated in addition to the academic year compensation.

Appendix 3

SUMMARIES OF SLO TEAM JANUARY 2009 MEETINGS

SLO coordinators: **Jim Haynes** (Adapted Physical Education instructor), **Coleen Lee-Wheat** (Physical Education instructor), **Anne Argyriou** (Academic Senate president), **Anu Khanna** (Curriculum chair)

Jan. 5: Anne and Coleen

- Coleen to meet with Jim at 9 a.m. on Monday, then Anu and Anne at 10:30 a.m. for regular discussions
- Defined objectives for the week: Become familiar with what other schools are doing, their history, how they grouped their assessment groups, their successes, their definitions – find out the similarities (30 mins.)

Jan. 6:

- Coleen met with Jim for 30 minutes
- Shared meeting goals set by Anne and Coleen
- Decided to meet again on Thursday mornings to compare our research and drafts of our “SLO” mission statement
- Anne and Coleen spent the evening surfing the net and comparing other schools and their progress.

Jan. 8:

- Jim and Coleen 9:30-11:30 a.m. – Discovered that the SLO models from Glendale and Cabrillo colleges are excellent. We discussed several concerns:
 - Where exactly are we in the process compared to other schools?
 - Do we have an “SLO committee”? Who will make up the institutional steering committee?
 - Do we need an “SLO oversight committee”? – A group to review and critique the outcomes before they are officially input into a spot on a piece of curriculum?
 - Besides setting up vehicles for others to create SLOs what are our responsibilities?
 - Do we have a calendar for this process to “unfold as such” yet?
 - Do we have an assessment model in place yet?
 - Who is going to fund conferences for us?
 - Is there money/incentives for faculty to attend workshops?
 - Is there someone recording our progress? Is a DA Web site important? (Similar to other schools)
 - Jim is writing up our mission statement based on the concept that it will apply to both student services and instruction. We liked the “village”

concept from Cabrillo. They talked about combining GE and basic skills as a group. We would like to extend it to our definition.

- Brings us to a discussion point. What are the groups on campus that we will be including in our SLOs i.e. custodial to financial aid – groups that lend to facilitating the learning process? How have other colleges defined their groups?

SLO Research Reveals

SLO process represents a “shift from teaching to student learning” . . . from presenting information and making the students responsible for their learning.

- Statistically student success is greater when expectations are clear.
- Instructors have found that clear SLOs lend to the creating of a more logical sequence of objectives. We already do this! But how often do assessment and readjustment of assignments and tests to ensure that the student is learning the material and can show that s/he can use the material.
- Instructors and their peers have found that they have had many fruitful interactions in the discussion and creation of SLOs.
- Assessments of SLOs – one or two questions in a test that focus on an SLO
 - Questionnaires for graduating transfer students
 - Portfolios with groups of instructors evaluating the file
 - Creates concrete information of program review, equipment, instructor/staff training

Brainstorms by Coleen and Jim: Possible activities to involve instructors

- Flex days to teach the concept of SLO
- Week-long summer sessions to allow discussion, learning and their involvement in creating a plan for the assessments of SLOs relating to core competencies, department SLOs and course SLOs
- Invite faculty who are already concerned/interested to become “lead players” for their departments:
 - Need a template workshop for them
 - Need incentives/rewards
 - Make instructors learn a new topic (one-hour lesson) in an “SLO-based curriculum”

Student involvement

- Have a panel of students work with faculty to test run an SLO assessment model
- Have a panel of students critique/discuss whether they believe a given SLO has value to them

Our approach needs to be positive

- Never bring up “administrators” are forcing us to do this
- Emphasize what we already do and KISS to place it into a format

- Create an environment on campus that encourages the faculty to want to interact to create a “productive project” – something that will mean something to students and instructors
- Create a workbook or Web site that will give clear and easy directions for the creation and implementation of an SLO
- Work toward an assessment model that will be simple, not overly time-consuming and something the faculty and students will find meaningful

Jan. 12

Jim and Coleen met 9-9:30 a.m.

- Discussed SLO Learning Outcomes statement he compiled.
- Rehashed “brainstorms”
- We also agreed that the “Assessment Models” could bring all of the processes of the college under one umbrella – student learning.
- Reemphasized our belief that the administration needs to provide support for faculty workshops, flex days etc.

At noon

- Anu, Anne, Jim and Coleen met. Anne noted that the four of us will be the SLO Committee group. Christina Espinosa-Pieb will be the administrator we report to.
- We discussed a calendar of events that Anne and Anu created based on a rubric from the Accreditation Commission.
- Anne and Anu will write out the more explicit details of the “tentative proposed timeline for SLOs” for historical records.
- Coleen will be keeping electronic and hard copy records of our meetings.
- We have determined that we are still at the “awareness” stage.
- It was agreed that the SLO implementation depends upon the finalization of the Institutional Core Competencies. Anne and Anu will be working with the ICC committee. The hope is to scale down the redundancies of the draft of the ICC to three or four very broad concepts that are not linked to GE.
- Task for Jim and Coleen is to bring forth several possible ways to define “programs” within an SLO model.
- It was suggested that we use the SLO workshop materials from the Cabrillo assessment program to start.

3:45- 4:30 p.m.

- The committee attended the Academic Senate meeting. Coleen and Jim introduced themselves and briefly shared their insights for the process.

Jan. 13

Jim and Coleen met at 9:30 a.m.

- Our task is to discover several different ways to divide the institution into assessment groups.

- We conclude at this time that we believe our task is to create groups of faculty/staff who work together in order to create program SLOs in light of “a yet to be determined institutional SLO.”
- A question arose: Are the Institutional Core Competencies one in the same as the institutional SLOs?
- COS used the GE model for their ICCs and SLOs for Instruction. They had a completely separate process for Student Services.
- We like the Cabrillo model where the SLOs for the college served as an umbrella for both Instruction and Student Services. They had four SLOs and five “sectors”/groups that in turn created sector SLOs. The assessment models ranged from a survey for sectors lent indirectly to student learning to elaborate portfolios for students graduating with an A.A. in art.
- So, what criteria should we use to create “groups”?
- A possible model could be “groups” that already exist as found in the “phonebook/directory” of our college.
- We might group instructional faculty based on similarities in how their students learn how to “critically think.” For example:
 - Physical sciences and life science groups share the fact that their students use the scientific assessment process.
 - English, speech and composition groups share the fact that communication is their emphasis, whether written or oral.
- The creation of groups could become a political mess if we do not emphasize that we are seeking similarities amongst group members (instructors or staff) who could work together to create “a better learning environment for the students” – more succinctly SLOs and assessments that they could use to a productive end.
- We have decided to look for the “lists of groups” other institutions have created and how they relate to their institutional SLOs. We will be meeting next Tuesday to share our findings.
- E-mailed Anne and Anu – Aren’t ICCs different than SLOs for the institution?

Jan. 16

Jim and Coleen met impromptu.

- Talked about an hour total today. Jerry Ruddman articles could be excellent models to follow for student services.
- There is a great need for us to meet with the Anne, Anu and Vice President of Instruction Christina Espinosa-Pieb to determine what is happening with the Staff Development Coordinator position.

Our discussions brought out these observations:

- There needs to be an on-going center and lead person for faculty and staff to go to.

- There needs to be an overall development plan – “wheel of assessment and development” – set into place.
- There needs to be an SLO committee whose membership provides continuity for the process to occur.
- Summer programs for instructors need to be set up ASAP.
- We believe that our training needs to occur prior to the summer.
- Maybe we can spend funds arranging more workshops by guest speakers for this spring and summer until a staff of trainers can be educated or we just grab templates that exist and run with those.

Jan. 20

Jim and Coleen met 9:30 a.m.-noon.

- Created an outline for meeting Jan. 28 with Christina Espinosa-Pieb, Consulting Vice President of Student Services Robert Griffin and De Anza Institutional Research Officer Andrew LaManque.
- Key components of SLO project: How should they be coordinated?
 - Create a leadership committee that has revolving terms of service that overlap to ensure continuity (based on Cabrillo model)
 - Commit to expanding the “Faculty Staff Development Position” and office as a resource “area” for the “assessment processes”
 - The consequences of not creating an institutional commitment to this process.
 - Finalize ICCs
 - Create Institutional SLOs – statements can include themes for both Student Services and Instruction
 - Define criteria for creation of “units” (Cabrillo and Rudman, Gabriner projects)
 - Create a “revolving wheel of assessment” timeline (model after Cabrillo College). Insert a copy of page 49 from Cabrillo’s “Building a Framework”
 - Faculty awareness phase
- Formulate a “unit” of interested faculty and Student Services personnel
- Train them using professionals who have already taught the process?
 - Need a commitment of funds
 - Need a commitment to provide incentives for faculty who participate
 - Need a timeline/calendar for one to two workshops to happen before June
- Spring Flex Day to provide faculty awareness
- Videotaped or Power Point “online” sessions that provide faculty awareness
- Possible fall workshops for units

Jan. 22

Anu, Anne, Jim and Coleen met 9:30-11:30 a.m.

- Met to discuss the agenda for the Jan. 28 meeting. We rehashed the importance of a Staff Development Position. We will ask for a budget and most importantly ask exactly what they feel the SLO coordinator's job tasks are relative to the process.
- We spent the majority of the meeting talking about what we would present to the Academic Senate on Monday.

Jan. 26

Jim and Coleen met 9-9:30 a.m. and reviewed the Senate presentation outline

- Presentation of "SLO Mission Statement" to Academic Senate by Coleen and Jim, 3:30-4:15 p.m.
- Handout of the Mission Statement was distributed and described by Jim who also emphasized how we need to secure a "full-time staff development person" to ensure that the SLO process would occur into the future.

Note: Next time don't do the following!

An example of an SLO assessment was described using two teachers teaching the same class in their own way, but sharing the same "Learning Objective." An attempt to emphasize the positive interaction between colleagues was made.

- Faculty brought up fears of complete "standardization" of teaching.
- Faculty brought up fears that the quantification of assessment results would lead to instructor evaluations.
- Similar apprehension was expressed as has occurred in all colleges researched: Preserving academic freedom and apprehension that some essential aspect of the learning process might be difficult to assess through a SLO...how can one measure "caring or an inspiration."
- Standardization of testing in math was also suggested as an assessment tool.
- Acknowledging these reactions occurred – then time ran out. So, next time, in retrospect, the example of an SLO should start at the ICC level – a topic less personal to the faculty.
- Next week, Coleen and Jim will return to the Senate to report the results of the first meeting of the "lead group's" meeting on Jan. 28 (Christina Espinosa-Pieb, Robert Griffin, Andrew LaManque, Anu Khanna, Anne Argyriou, Coleen Lee-Wheat and Jim Haynes).

Jan. 27

Anu, Anne, Jim and Coleen met 9:30-11:30 a.m.

- We reviewed what happened at the Senate meeting and decided to come up with a more formal format for the second presentation on Feb. 2.
 - Page 18 coversheet from the Cabrillo packet
 - Present a draft for the SLO mission statement

- Bounce off the outline from Jan. 22, 2009 meeting
- Research discussed: Use a TEMPLATE FOR AN ASSESSMENT MODEL Process – Cabrillo College

Cabrillo History

1. Senate divided all courses into two groups
 - a. Transfer and basic skills that lead to transfer
 - b. Occupational

2. For three summers they held 2 week long faculty “learning” sessions that gave faculty members the chance to learn about the SLO model and to discuss how it might be applied to the college – trained 60 instructors.
 - a. First summer developed a “Learner Outcomes Handbook”
 - b. Second summer developed a “Learner Outcomes Toolkit”
 - c. The assessment model at this stage was based on the informal assessment that most faculty undertook of their own courses and their research and practical experience of the “learning sessions.”
 - d. This period provided opportunities for faculty to dialog about the results

3. The Academic Senate and the Committee for Instructional Planning (What is this group? Does De Anza have one of these?) created a new assessment process. They phased it in gradually and tied it to the instructional planning schedule (program review calendar and budgetary requests) six-year process.
 - a. Group 1 assessed one core competency
 - b. Group 2 assessed two core competencies and revised all departmental course outlines to include SLOs
 - c. Group 3 assessed three core competencies and revised all departmental course outlines to include SLOs
 - d. Group 4 assessed four core competencies and revised all departmental course outlines to include SLOs
 - e. Groups 5 and 6 assessed all core competencies and added SLOs to all curriculum

4. Once a department completes the first phase it embarks on a five-year assessment process titled the “Revolving Wheel of Assessment.”
 - a. Two years they assess SLOs
 - b. Subsequent two years each of the Core Competencies are assessed
 - c. Fifth year is spent writing a new instructional plan using the assessment results to justify budget requests and any changes to improve student learning

5. Cabrillo’s Occupational Programs were considered unique. They have state-mandated “SLOs” at the course and program levels. Occupational programs at Cabrillo, however, did create written SLOs for all certificates and degrees and have designed plans to assess them. They still follow the same RWA.

6. Cabrillo's Accrediting Planning Committee also divided the college into five sectors to prepare for accreditation:

- Transfer and Basic Skills Programs
- Occupational Programs
- Student Services
- Library
- Administrative services (Business Services, the President's component and administrative areas of Instruction)

These groups also utilize the same calendar (RWA), but their assessment tools are different. Present "Map of Cabrillo's Assessment Structure"

Who should mold these tools for De Anza? Senate? Faculty who have been trained and have used the process? All interested faculty who are given several assessment models and are willing to compile a model specifically for De Anza?

Jan. 27

Jim and Coleen met 9:30-11:30 a.m.

- Concluded that we need more direction in what our purpose is. We came up with a set of questions for Anne and Anu in regards to what is on the agenda for the meeting with Christina, Robert and Andrew.
- Jim spent the rest of the day creating a justification document for the Office of Staff and Organizational Development position and how it is crucial to the ongoing processes of assessment.
- Jim met with Mary Kay Englen, Senior Program Coordinator from the Staff Development Office, and found several leads in regards to faculty and staff who are working on assessments in the classroom and in their programs.
- Coleen formulated a set of questions for Anne and Anu to peruse and possibly take to the meeting for discussion

Jan. 28-30

Jim and Coleen meet for approximately four hours at various times during this time period.

- Discussions centered on assessment sources, redefining the importance and possible job description for the Staff Development Office coordinator position, the importance of a group of persons who will follow this program through at least one assessment cycle.
- Also discussed the possible futures of each of the members on our committee. It will be critical for the college to recognize that Anu Khanna might be the only faculty member who will be in the leadership role on this project after opening day next fall.

- Jim met with Robert (impromptu) about the program review process and adding a question regarding SLO related assessments.
- Coleen arranged meetings with Rosemary Arca, Foothill SLO coordinator; Barbara Illowsky, Basic Skills SLO Coordinator (statewide leader); Diane Stacio, Speech Department, SLOs for the first two weeks of February.

Note: Jim and Coleen have spent six hours each a week performing research in addition to the meeting preparation, attendance and impromptu discussions.

Appendix 4

STUDENT LEARNING OUTCOMES: WHAT THEY ARE OR CAN BE, WHAT THEY ARE NOT OR SHOULD NOT BE, AND WHAT THEY REQUIRE

A De Anza College
Academic Senate
Brief Position Paper
March 9, 2009

Background

Two decades ago, a movement toward increased accountability for California Community Colleges began. One of the products of the movement has been a push to measure student achievement by some means other than the traditional faculty grading system. In this vein, the Accrediting Commission for Community and Junior Colleges initiated a change in the standards for accreditation to institute something now called Student Learning Outcomes (SLOs). Prior to enactment, the Academic Senate for California Community Colleges, representing California Community College faculty in academic and professional matters at the state level, boycotted the SLO development process, citing evidence that those promoting them also advocated a reduced role for faculty in the evaluation of students and institutional exit exams not dissimilar from those instituted in the K-12 system. Since becoming official, SLOs have been the center of a debate among faculty between those who like the idea of SLOs as presented by its advocates and those who are skeptical and extremely leery of the potential negative outcomes for faculty of SLOs for students. Similarly, there has been tension between those faculty less than enthusiastic about a future with SLOs and those administrators whose views and or stated intentions are congruent with those who would use SLOs for the purposes of designing new faculty evaluation tools and exit exams for students.

What They Are or Can Be

Student Learning Outcomes are defined by the Academic Senate as:

- Student Learning Outcomes are overarching, clear and assessable statements that identify and define what a student is able to do at the successful completion of a specific course, program, activity or process. These outcomes may involve a combination of knowledge, skills/abilities, and/or attitudes that display behavioral evidence that learning has occurred at a specific level of competency. Learning outcomes require a shift in perspective from what is taught to what is learned.
- The ongoing assessment of learning outcomes is for the purpose of promoting and enhancing student learning and improving institutional and program performance. The ongoing assessment of learning outcomes is specifically linked to the De Anza College planning and budget process.

They have the purpose outlined by the Academic Senate as follows:

- The purpose of Student Learning Outcomes is to establish and institutionalize cyclical processes and procedures developed and driven by De Anza faculty and staff to define and assess specific observable characteristics or outcomes that demonstrate evidence of learning that has occurred as a result of a specific course, program, activity or process.

What They Are Not or Should Not Be

- An end in itself or busy work that has no relation to teaching and learning
- A means to evaluate individual faculty or staff other than private self evaluation
- A way to impinge on academic freedom
- A solution to every problem on campus or an answer to all questions about students and learning
- A method to reorganize the administrative structure of the campus
- A step toward an institutional exit exam or the elimination of grading

What They Require

In order for the institution of SLOs to be an orderly, successful and promising development for De Anza College, several ingredients must be in place and maintained over time:

1. The Administrative and Classified staff must recognize that SLOs, while a key part of accreditation and therefore affecting the institution as a whole, must be primarily a faculty matter through Curriculum, Staff Development and Academic Senate Executive Committee processes.
2. The development and implementation processes must be supported by faculty, classified staff and administration to provide the time and resources necessary for successful implementation acceptable to faculty and the Accrediting Commission.
3. There must be ongoing support for the kinds of staff development activities that will inform and foster exemplary accreditation results.

Adopted by the De Anza College Academic Senate on March 9, 2009

Appendix 5

INSTITUTIONAL CORE COMPETENCIES AT DE ANZA COLLEGE

The Institutional Core Competency statements are a promise to the communities that support De Anza College that students graduating with an A.A. or A.S. degree, or who will transfer to a four-year college or university, will be able to demonstrate the knowledge, skills and attitudes contained within all of the five competency areas, based on general education and discipline-specific courses at the lower division level. Students who earn a certificate, or have taken courses for personal educational development, will be expected to demonstrate the knowledge, skills and attitudes specified within one (or more) of the five competency areas.

Communication and Expression

Students will communicate clearly, express themselves creatively, interpret thoughtfully and logically, and engage actively in dialogue and discussion, while paying attention to audience, situation and (inter) cultural context. Communication and expression may be written or oral, verbal or nonverbal, informational or artistic.

Information Literacy

Students will recognize when information is needed and locate, critically evaluate, synthesize and communicate information in various formats. They will use appropriate resources and technologies while understanding the social, legal and ethical issues for information and its use.

Physical/Mental Wellness and Personal Responsibility

Students will recognize lifestyles that promote physical and mental wellbeing, engage in self-reflection and ethical decision-making, explore career choices and life goals, practice effective individual and collaborative work habits, and demonstrate a commitment to ongoing learning.

Global, Cultural, Social and Environmental Awareness

Students will recognize their role as local, national and global citizens. They will participate in a democratic process, respect social and cultural diversity, appreciate the complexity of the physical world, and understand the significance of both environmental sustainability and social justice.

Critical Thinking

Students will analyze arguments, create and test models, solve problems, evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, interpret literary, artistic, and scientific works, utilize symbols and symbolic systems, apply qualitative and quantitative analysis, verify the reasonableness of conclusions, explore alternatives, empathize with differing perspectives, and adapt ideas and methods to new situations.

Adopted by the Academic Senate on March 16, 2009

Appendix 6

STUDENT LEARNING OUTCOMES AND ASSESSMENT

PROGRESS REPORT FOR DE ANZA COLLEGE

Submitted to
The Board of Trustees
May 4, 2009

Prepared by:
Coleen Lee-Wheat, SLO Coordinator
Jim Haynes, SAO Coordinator
Anne Argyriou, Academic Senate President

STUDENT LEARNING OUTCOMES PROCESS

DEFINITION AND PROCESS

Conceptual Framework

At De Anza College, we view Student Learning Outcomes as a cyclical process, one that spirals outward, from a concentrated, specific core to a broader, interconnected shell through reflection and improvement. We see the Student Learning Outcomes Process as an opportunity to develop a meaningful method of professional reflection for everyone at the College that will encourage us to enrich our work, while still maintaining the shape of our institution.

Student Learning Outcomes Process

De Anza College views the Student Learning Outcomes Process as having three main layers – the first is at the course level, the second is at the program level and the third is the institutional level. In order to shape our efforts at reflection and self-improvement, we started with establishing the Institutional Core Competencies, which serve as the institutional outcomes. From those core competencies, the faculty are developing their course level outcomes, and the Student Services areas will develop their outcomes. Since the Core Competencies encapsulate our goals for both instruction and service, the college is currently revising its mission statement to incorporate the Institutional Core Competencies.

Institutional Outcomes

De Anza College created the Institutional Core Competencies to serve as our institutional outcomes. The five Institutional Core Competencies are: Communication and Expression; Information Literacy; Physical/Mental Wellness and Personal Responsibility; Global, Cultural, Social and Environmental Awareness; Critical Thinking. Each of these core competencies has been defined in terms that will allow us to assess how well students are achieving these goals. An example is the competency of Communication and Expression, which is defined as:

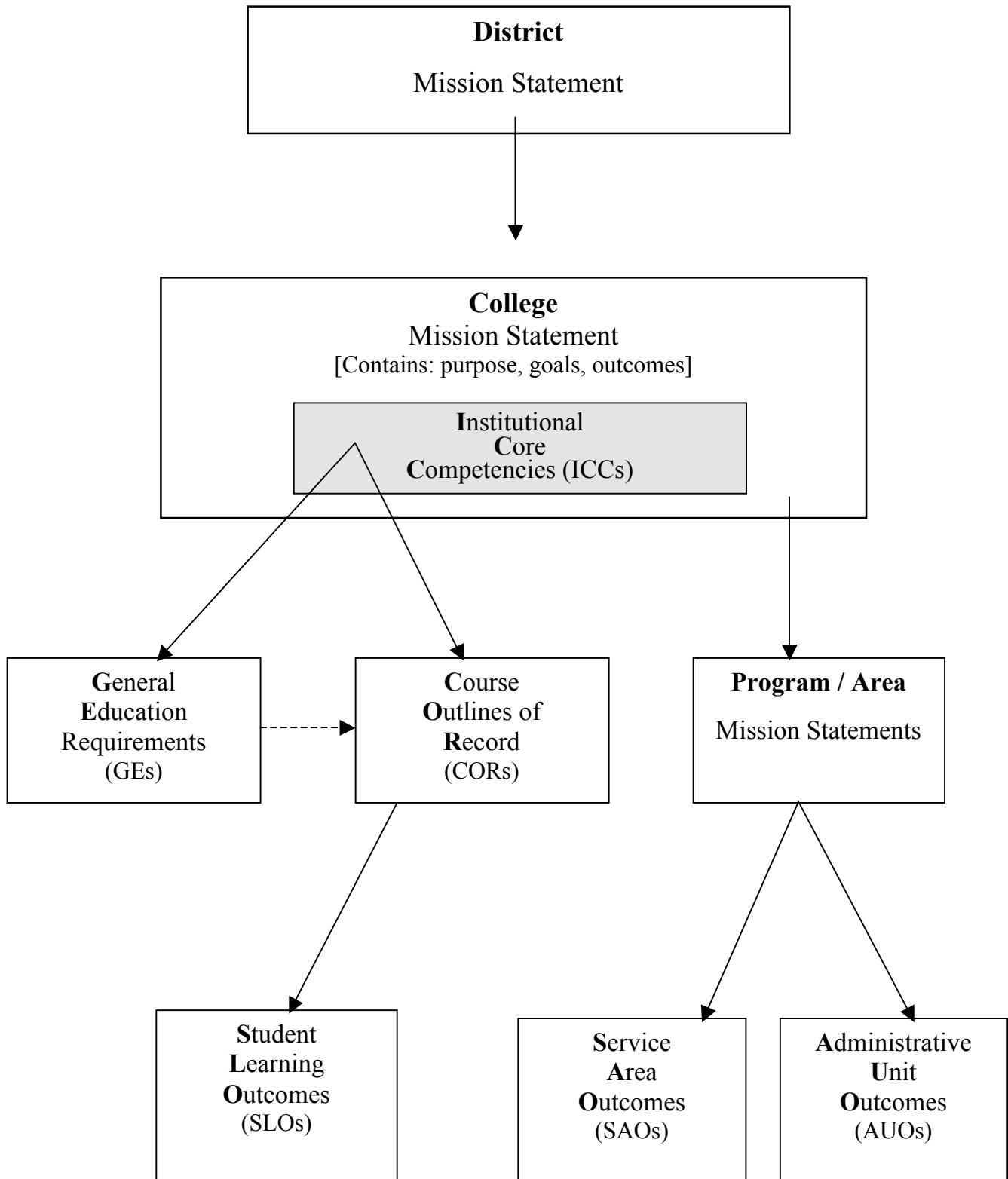
Students will:

- Communicate clearly
- Express themselves creatively
- Interpret thoughtfully and logically
- Engage actively in dialogue and discussion
- Pay attention to audience, situation and (inter) cultural context
- Format may be: written, oral, verbal or nonverbal, informational or artistic

The Institutional Core Competencies and specific skills such as those listed above will serve as a template for the college when establishing, defining and evaluating the Student Learning Outcomes Process.

This relationship between the core competencies and outcomes can be best expressed in the following diagram.

Mission Statements, Institutional Core Competencies and Outcomes



COURSE LEVEL OUTCOMES

Student Learning Outcomes

The Student Learning Outcomes Process begins with the desire to improve; in order to improve effectively, the college began with the following question, at three levels (the course, program and institution) of the Student Learning Outcomes Process: What are the knowledge, skills and attitudes we want our students to develop, deepen and carry with them at the end of their studies at De Anza College?

The underlying aim with this question is to ensure that the entire college is meeting the needs of the students, to create the most effective learning environment. In order to determine how well we are meeting the students' needs, the outcomes process also contains an assessment phase, which begins at the course level. At this level the faculty ask: How do we know what students have learned? What do we expect students to be able to do when they have completed a degree, program or course? More importantly, what can we do, or what can we change, to deepen our students' learning? These questions guiding our evaluation of what our students are learning will allow us to gather information in a systematic way, to enable us to devise effective changes. These changes will flow into the program and institutional outcomes via the process of Program Review.

PROGRAM LEVEL OUTCOMES

Service Area Outcomes

Just as the Instructional area of the college is focusing on Student Learning Outcomes, the service areas are also developing and implementing outcomes to enhance their program effectiveness. They are developing their outcomes based on the college mission statement and their program mission statements. The service areas have already established a culture of self-improvement and assessment, so their main task is to codify what they are currently doing in a format corresponding to the Student Learning Outcomes Process.

Administrative Unit Outcomes

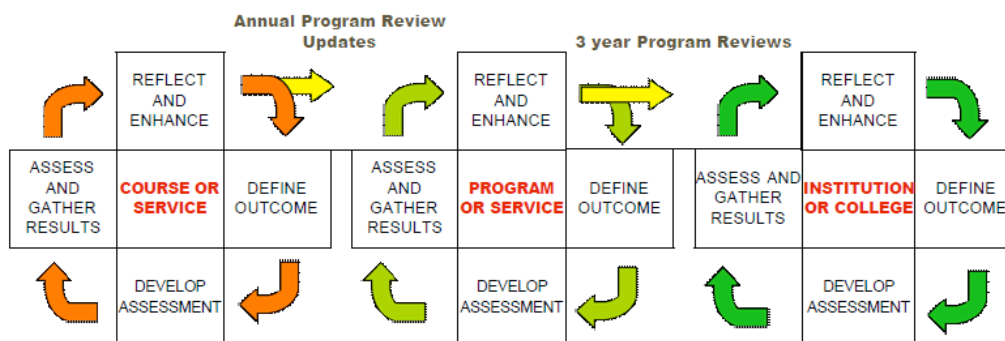
The administrative areas of the college will also develop and implement outcomes because even though they do not directly interact with students, their direction and leadership influence the functioning of the entire college. Their outcomes will also be assessed and incorporated into their Program Reviews.

Program Review

All three kinds of outcomes – Student Learning Outcomes, Service Area Outcomes and Administrative Unit Outcomes – will form the basis for current and future Program Reviews and the college's planning and budgeting processes.

The chart below illustrates this upward spiral, starting at the course outcomes whose assessment results then influence the program outcomes, which then direct the institution's process of needs assessment.

**STUDENT LEARNING OUTCOMES
PROCESS**



Note: Ideally, these three levels would work almost simultaneously, but would begin at the Course level.

OUR PLANS: PAST AND PRESENT

De Anza’s approach has focused on creating a lasting process through deliberately creating a streamlined, straightforward process into which faculty, staff and administrators can fully engage. To this end, we have emphasized educating the college, both the faculty and the service areas, so that they understand what outcomes are in order to progress in a meaningful way.

2007-08

In the 2007-08 academic year, the college began to focus on defining its Institutional Core Competencies and raising faculty awareness about the concept of outcomes.

2008-09

In the 2008-09 academic year, the Academic Senate revised and finalized the Institutional Core Competencies and also realized the need to focus on outcomes for both the Instruction and Service areas of the college. The college had initially planned to focus on the instruction (learning) outcomes first, since those outcomes extend into each and every course in contrast to the Service Area Outcomes, which extend to the broader program level. However, upon reviewing the SLO Rubric of the Accrediting Commission, the Academic Senate recommended to the administration that the SLO Coordinator position be split into two positions, one for Instruction and the other for Student Services, since outcomes are required in both areas.

Once the two new outcomes coordinators were hired, a group consisting of the two outcomes coordinators, the vice president for Instruction, vice president for Student Services, the Academic Senate president, and the faculty co-chair of the Curriculum Committee, began to meet monthly to brief the vice presidents on current activities and plan how to meet future needs.

Additionally, faculty composed an adhoc SLO Team consisting of the two outcomes coordinators, the Academic Senate president and the faculty co-chair of the Curriculum Committee. The team meets weekly (or more frequently as needed) to identify and plan for future needs, identify and develop resources, implement training and update others on campus as needed. The Academic Senate president informs the Academic Senate as needed, as does the faculty co-chair of the Curriculum Committee.

Activities for 2008-09

In fall quarter 2008, the college sponsored a workshop for members of the Academic Senate and the Curriculum Committee to learn about assessment methods for outcomes. As a result of this workshop, the Academic Senate chose the course-embedded assessment method as a first step in evaluating learning outcomes.

In January 2009, the two new coordinators, one for Instruction and the other for Student Services, began working with the Academic Senate and Curriculum Committee to develop plans and timelines for establishing outcomes at the college.

On Feb. 3, 2009, De Anza received a response from Accrediting Commission for Community and Junior Colleges, expressing its concern that De Anza College was sufficiently delayed in its Student Learning Outcomes work that the college should make a concerted effort to meet the deadline. The excerpt from the letter is pasted below.

Recommendation 1

The team recommends that the college engage in a broad-based dialogue that leads to the establishment of a process for the assessment of student learning outcomes, including the establishment of timelines and the identification of responsible parties. This process should result in:

- the identification of student learning outcomes for courses, programs (instructional, student support services, learning support services), certificates, and degrees;
- the assessment and evaluation of student progress toward achieving these outcomes; and
- the use of the results to improve student learning.

(Standards I.B, II.A, II.B, II.C, III.A.1.c; Eligibility Requirement 10; Eligibility Requirement 19)

With regard to Recommendation 1, the Commission is concerned that due to the late start, DeAnza College will have difficulty meeting the 2012 deadline for compliance with the rubric and standards related to student learning outcomes and needs to accelerate its efforts to fully address the recommendation.

After receiving the Accrediting Commission's response to the Mid-Term Focused Report, the college decided to accelerate its efforts. One of the more notable efforts is to institute an Annual Program Review so that by the end of next year, we will be able to

incorporate the assessment results into the college's planning, rather than waiting for the regularly scheduled program review in 2011-12.

In winter 2009, the college sponsored a workshop to train the faculty SLO division liaisons. The liaisons are currently (in spring 2009) piloting an assessment model, which they will share with the college during the fall 2009 Opening Day activities. The liaisons are also educating faculty in their divisions about what Student Learning Outcomes are and training them so that they write Student Learning Outcomes for courses in their areas. In fall 2009, faculty will then concentrate on developing assessment methods for those Student Learning Outcomes.

In spring quarter 2009, the college sponsored a workshop for staff, faculty and administrators in how to write and assess Service Area Outcomes. These attendees will take that knowledge to their areas so that each can develop outcomes and assess them in 2009-10.

The college is also working toward the following:

- Sponsor a workshop for the administrative areas in developing Administrative Unit Outcomes and delineating the responsibilities of Administrators in the Student Learning Outcomes Process.
- Establish a Web site for the SLO efforts to inform the entire campus community of what we are currently doing and future plans. It's still in development, but please visit www.deanza.edu/slo (Note: Many, many thanks to Andrew LaManque and Julie Ceballos for developing the Web site!)
- Lengthen the coordinator positions to three-year terms, rather than yearly, to ensure a greater level of continuity in the outcomes efforts.
- Allocate a portion of a faculty position to Staff Development to assist in training faculty and staff in assessment methods and analysis of the results.
- Work with the college researcher and Webmaster to augment and expand a computer database system to integrate outcomes and assessment results into the program review process.
- Work to augment and expand our computer-based system that will integrate with the Web-based Electronic Curriculum Management System (ECMS) to integrate the instructional outcomes into the Course Outlines of Record.
- Establish the time and space, at an institutional level, for outcomes work to occur. Examples would be flex days, department/division meetings, workshops, conferences, etc. But the prime opportunity would be flex days in which the entire college would be present to ensure as high a level of participation as possible, so that all faculty and staff are educated and included in the outcomes work of the college.

The following chart contains the activities and accomplishments of previous years and summarizes our current plans.

2007-08		2008-09		2009-2010		
FALL		WINTER	SPRING	SUMMER	FALL	
DRAFT ICCs		ICCs FINALIZED	PROGRAM REVIEW UPDATE Revising Mission Statement	<i>PLAN FLEX DAYS FOR 2009-2010</i>	OPENING DAY --SLOP & SAO ASSESSMENT AND REFLECTION	
EDUCATE FACULTY--SLO Awareness	EDUCATE FACULTY--Assessment Workshop	PILOT GROUP-Training Workshop	PILOT GROUP ASSESSES AND REFLECTS 1-2 OUTCOMES	PILOT PROGRAM REVIEW UPDATE	PILOT GROUPS SHARE THEIR EXPERIENCES WITH COURSE-EMBEDDED ASSESSMENT ALL FACULTY TRAINED IN ASSESSMENT	
		DIVISION LIAISONS PLAN FACULTY WORKSHOPS	DIVISION LIAISONS CONDUCT WORKSHOPS: DEPARTMENTS WRITE 1-2 STUDENT LEARNING OUTCOMES FOR 50% OF CURRICULUM		FACULTY CREATE ASSESSMENTS FOR SLO'S WRITTEN DURING THE SPRING OF '09--IMPLEMENT FALL AND WINTER '09	
		SLO & SAO Coordinators Hired	SAO GROUP LEADERS ARE TRAINED			
			SAO GROUPS GATHER TO CHOOSE CORE PURPOSES AND PLAN A TIMELINE FOR IMPLEMENTING ASSESSMENT STRATEGIES		SAO GROUPS GATHER TO REFLECT AND ENHANCE THEIR PROGRAMS	
			AUO GROUPS WILL BE TRAINED (DEANS, VP'S, PRESIDENT, PBTs)?	AUO GROUPS CREATE PROGRAM REVIEW UPDATE QUESTIONS	AUO GROUPS CREATE STUDENT LEARNING OUTCOMES	
					AUO GROUPS REVIEW AND DISCUSS PROGRAM REVIEW UPDATE CRITERIA	

Appendix 7

SLO Budget 2008-09 and 2009-10			
Proposed 5/26/2009			
Items	Request for W, Sp and Su 09	\$ Spent as of May 09	REQUEST for AY 09-10
Guest Speakers/Trainers (1 per quarter)	\$4,000	\$3,300	\$3,000
Honorarium for faculty SLO leaders	\$8,000	0	0
Refreshments for SLO events	\$1,800	\$450	\$1,000
Materials (copy)	\$600	\$150	\$1,000
Substitute Pay	\$5,000	??	\$5,000
Server for ECMS-SLO subsystem			\$10,000
Attendance at SLO Institute (2 persons w/ registration, transportation, & lodging)	\$1,000	TBD Su 09	\$1,000
Release time for SLO Coordinators	\$24, 000*	\$10000 + ??	\$50,000**
*.1 FTE each for 2 Coordinators for Sp 09 and Summer stipend/release			
**4 FTE for 2 Coordinators for entire academic year plus summer stipend/release.			
Total	\$44, 400	\$13, 900 (est)	\$77, 000

Appendix 8

Review Date: 07/17/09

ANNOUNCEMENT OF EMPLOYMENT OPPORTUNITY De Anza College

Director of Professional and Organizational Development:

This position reports to the Associate Vice President of Instruction. It has leadership responsibilities for the college's professional and organizational development including program planning and evaluation as well as resource allocation and accountability. It has teaching responsibility in the employee's academic discipline of up to .3750 FTEF (approximately one third of an annual teaching obligation), requires working several evenings during the year and working some weekends.

Duties and Responsibilities of the Position Include:

Reporting to the Associate Vice President of Instruction, develop, implement, promote and evaluate the college Professional and Organizational Development program. Allocate professional development resources, including budgeting, management of professional development funds, and chairing the Staff Revitalization and Professional Conference committee. Work with the Professional Development Program Coordinator to develop, coordinate, implement and conduct:

- Training programs for tenure review committee members and for tenure-track faculty.
- Orientation program for new full-time faculty, classified staff and part-time faculty.
- First Year Experience program for new full-time faculty and classified staff.
- Instructional Skills Workshop program for full and part-time faculty.
- Workshops in District-wide Seminar Series for part-time faculty.
- Focus groups and small group facilitation.

Develop, coordinate, implement and conduct workshops focused on effective practices of teaching and learning, such as collaborative learning, learning styles, learning communities, classroom assessment and cultural competence.

Serve as a resource to faculty in areas of pedagogical effectiveness, learning outcomes assessment and classroom management. Develop, implement and assess organizational processes (e.g. strategic planning and knowledge management).

Provide guidance and assessment to programs and initiatives (e.g. community-based learning and basic skills) requesting assistance with training and workshops.

Actively participate as a De Anza representative in regional, state and national professional development organizations.

Foster and maintain relationships with professional development offices in other institutions and external organizations. Develop the Office for Professional and Organizational Development into a Student Learning Outcome (SLO) resource center, including but not limited to the following as they relate to student learning outcomes:

- Information dissemination

- Models/samples/examples
- Assessment tools and strategies
- Professional development activities

Standard duties expected of all faculty include development and evaluation of curricula, maintaining scheduled office hours, attending department and division meetings, pursuing professional growth activities and performing other duties consistent with the role of an instructor. Instructors also have the opportunity to serve on district and college committees and participate in campus extra-curricular activities.

Appendix 9

INFORMATION PRESENTED TO SENIOR STAFF

July 27, 2009

Outcomes, Assessment and Beyond

What is an SLO?

- Knowledge
- Skills
- Abilities
- Attitudes
- That a student can demonstrate by the end of a course, program, certificate or degree

SLOs: The Big Picture

- Requires higher level thinking skills
- Synthesizes many discrete skills
- Requires students to apply what they've learned
- Results in a product
- Product must be evaluated or assessed by faculty

Must be written for

- Courses
- Programs, including GE and vocational
- Degrees and Certificates
- Library and Student Services
- Administrative Units

Why?

- Covering material doesn't guarantee that students learn it
- Offering a service doesn't guarantee students/clients can navigate through the service
- Students/clients must be able to demonstrate outcomes
- Transparency is key
- Reflection/enhancement/practice is also key

Sample Course SLOs from De Anza Courses

- Auto Tech 62A: Diagnose an open circuit problem in which all or part of the circuit is inoperative.
- Philosophy 4: Distinguish between justified and unjustified claims within an argumentative context.
- Math 10: Identify, evaluate, interpret and describe data distributions through the study of sampling distributions.

Program Outcomes for Consideration

- GE can be considered as one complete program (transfer courses and basic skills classes) with outcomes being the five institutional core competencies adopted last year.
- Career Technical programs – each can be considered a separate program with outcomes most likely influenced or designated by outside career-related or licensing bodies
- Student Services/Administrative Units – each department or defined service area can be considered a separate program as defined by their program review mission statements.

What We've Done So Far

- Faculty/staff training for Instruction and Student Services (winter/spring 2009)
- Faculty pilot group conducts Outcomes assessment (spring 2009)
- Accreditation and SLO Institute attendance by SLO Leadership Team (winter, summer 2009)
- 20% of instructional courses have SLOs written
- Service Area Outcomes writing in process
- SAO assessments being developed and implemented
- Three-year assessment cycle calendar
- SLO Web site www.deanza.edu/slo

Where We Are Now

- Reviewing the ACCJC rubric with the purpose of making it our own
- Determining plans and timelines to meet the ACCJC standard of “proficiency” by 2012
- Developing plans for De Anza’s Opening Day, which will build on the theme of assessment and learning outcomes
- Dialogue regarding how to get broad-based institutional support for learning outcomes and assessment
- Development of an SLO/SAO sub-system augmentation to ECMS, which will capture all the SLO and assessment data while linking SLOs to course outlines

What's Next in Moving Toward Proficiency?

Our current research and information gathered by attending the ACCJC conference on July 7, 2009, reveals that the college needs to move toward the following or complete the following “proofs of proficiency” to meet the 2012 deadline:

- Organize an SLO Steering Committee with a dedicated meeting schedule and charge of helping lead the dialogue and efforts in support of an institutional commitment for outcomes, assessment and outcomes-based program review.
- Establish the definitions for “program” for purposes of outcomes and assessment as well as program review.
- Align the SLO and assessment cycles with the existing decision-making structures at the college.

- Data collected through institutional research and assessment cycles moves the institution toward outcomes-based program review (annual program review updates within the larger program review cycles start 2009-10).
- Still a long way until we are proficient.
- Establish an SLO/SAO line item budget and home to support:
 - Additional faculty and staff training on outcomes and assessment
 - Documentation efforts: ECMS-SLO subsystem
 - Staffing and related training (reassigned time for coordinators, data collection, conference attendance, training, etc.)

Last but not least, this process will become more viable if we

- Involve part-time faculty in the process and dialogue; determine compensation.
- Establish procedures for quality review of outcomes and assessments in alignment with the curriculum review processes.
- Establish the Professional and Organizational Development Office as a resource center for faculty and staff – as one of many services it offers our employees.

Appendix 10

COLLEGE OPENING DAY MATERIALS, SEPT. 18, 2009 DE ANZA COLLEGE STUDENT LEARNING OUTCOMES 2009-10 GOALS AND TIMELINES

Instructional Groups

1. Every course will have outcomes identified and recorded by Dec. 1, 2009.
2. Assessment of at least three to five courses per department will take place fall and winter quarters, with targeted completion the end of winter quarter.
3. *ONE* full assessment cycle (for the three – five courses) will be completed by “reflecting and enhancing” when groups gather to discuss their assessment findings. Targeted completion is spring quarter.

Service Area and College Services Area Groups

Every Student Services area and College Services area that currently conducts Program Reviews will complete at least *ONE* full SAO/assessment cycle by the end of this academic year. Specific dates for reflection/enhancement activities and documentation will be announced and distributed at a later date.

Please Note:

- Specific dates for reflection/enhancement activities and submission of documentation will be announced and distributed at a later date.
- There will be many discussions about the overall SLO plan this fall. Please do not hesitate to contact us or attend an Academic Senate Meeting when SLOs are noted on the agenda (see your Senate reps).

**Our goal is to make this process as efficient and as valuable as possible.
Communication is the key.**

SLO Coordinator: Coleen Lee-Wheat, Physical Education
E-mail: leewheatcoleen@deanza.edu
SAO Coordinator: Jim Haynes, Adaptive Physical Education
E-mail: haynesjim@deanza.edu

De Anza College
“Simply the Best”
SLOAC
Student Learning Outcomes and
Assessment Cycles

Faculty Handbook

Note: Please leave this binder in the Division Office. Individuals can copy these materials as necessary for departmental use. You can also refer to www.deanza.edu/slo for this material. Divisions can add other SLO and assessment resource materials. In the upcoming months the SLO coordinator will also periodically provide updated reference and resources to add to the division binder.

The purpose of this binder is to provide resource and reference materials for the three major tasks division faculty need to accomplish for the academic year of 2009-10.

How to approach the task (using this binder)

Review briefly with colleagues each of the task sheets on Opening Day. They are color-coded: Task 1: blue, Task 2: pink and Task 3: green.

Choose a task to start with. It is highly recommended that you spend a large portion of the afternoon writing outcome statements if they are not completed, as the deadline to write and record outcomes for all courses is Dec. 1, 2009.

Please make time during this afternoon to **plan follow-up meetings** to complete all three tasks with as much input from the entire group as possible.

Task 1: We have included a “Guide to Writing SLOs” handbook. Remember to record all of your work on the electronic SLO recording form and send it via e-mail to outcomes@deanza.edu

Task 2: If your group is starting with Task 2, note that there is a packet included to help you learn how to create an assessment. Note there will be workshops in the future for those instructors who would like more assistance.

Task 3: This is very important. Departments need to choose at least three to five courses for assessment. Assessments should take place during fall and winter of this academic year. Note: Not all instructors may be assessing during the same quarter. Assessments for three to five courses must be completed by the end of winter quarter so that the “Reflection and Enhancement Phase” of the cycle can be completed.

DE ANZA COLLEGE SERVICE AREA OUTCOMES
OPENING DAY, SEPT. 18, 2009, 1-4:30 P.M.
STUDENT SERVICES AREAS AND COLLEGE SERVICES AREAS

SAO Workshop Activity – 2:30-4 p.m.

Break into Student Services or College Services work units that make the most sense for your area – preferably into departments/programs/areas that already conduct Program Reviews.

Task #1 – Define your SAO team and select a team leader and a note taker.

- **The SAO team** – Ideally everyone in your service area will participate in the SAO process but this is rarely the case. Remember that SAO/assessment cannot be planned and designed in isolation or by a single person in an area. In the SAO process, all employees are directly or indirectly considered professional educators regardless of classification (faculty, classified, administration). The SLO process, on the other hand, is curriculum centered and therefore must be driven by faculty.
- **Role of the SAO team leader** – Any person in the area can be the SAO leader; this role does not automatically or necessarily fall to the area’s dean, director, coordinator, department head, etc. Each area must choose an SAO team leader that makes the most sense and best fits the culture of their specific service/function. The SAO team leader will:
 - Call the team meetings
 - Keep the team on track to meet deadlines
 - Communicate with all team members and the SAO coordinator
 - Ensure that SAO work is documented and properly recorded
- **Role of the SAO team note taker** – Any person in the area can be the SAO note taker. Each area must choose note taker that makes the most sense and best fits the culture of their specific service/function. The SAO team note taker will:
 - Take notes/minutes at all SAO team meetings
 - Assist the team leader to:
 - Keep the team on track to meet deadlines
 - Communicate with all team members
 - Ensure that final SAO documentation is properly recorded

Task #2 – Where are you in the process?

- Review your SAO accomplishments to date.
- Determine what needs to be accomplished for the remainder of the afternoon.
- *If your area needs to identify outcomes and write SAO statements*, begin with the basics:
 - Write down the services your area provides to students/clients. (Use the post-it method or write them on a flip chart or marker board.)
 - Dialogue and group the services into common areas.
 - Select one of the groupings and begin draft an overarching statement that describes the main outcomes of the service describing what a student/client will be able to do, know, or feel after completing your process or activity.
- Review the outcomes statement and ask:

- Is it written in terms that can be assessed? (Avoid statements like “the student/client will know or understand.” Instead, use verbs that clearly indicate how you will know that they know or understand.)
- Is the SAO consistent with the program mission?
- Is it a fundamental result of your program/service?
- Does it address student core competencies?
- Will students/clients understand this SAO?
- *If you have already written your SAO statements:*
 - Choose one SAO statement that you want to assess in 2009-10 and review it in light of what you know about writing a good SAO and make any modifications. Suggestions for choosing which SAO to assess first:
 - The most important or critical service you provide.
 - The service you really want to know about or improve.
 - Discuss and choose how you will assess the SAO statement.
 - Tests – locally developed or standardized /pre and post
 - Skill demonstrations/presentations
 - Surveys – locally developed or standardized /attitudes and perceptions of students, staff, employers /pre and post
 - Database-tracked academic behavior – grades, graduation rates, service usage, persistence, retention, etc.
 - Embedded assessment – staff and student journals, interviews, focus groups
 - Cumulative – portfolios, capstone projects
 - Other
- *If you have already reviewed at least one SAO statement and selected an assessment method, determine an assessment cycle timeline for 2009-10 that includes:*
 - Assessment administration (what, when, where and who)
 - Collection and tabulation of the findings
 - Reflecting on the findings and the SAO statement/assessment process
 - Determining how to enhance your services to improve student/client learning

Task #3 – Wrapping up the day.

- Determine what your SAO team wants to report out today.
- Based on how far you got today, set up the dates, times and locations for your SAO team to continue meeting.
- Determine what your SAO team needs to do next and for the rest of 2009-10.

SAO Workshop Wrap-up – 4-4:30 p.m.

Each area briefly shares what they have done today and plan to do next.

Ending Notes

- Remember to keep all notes, minutes, attendance, drafts, etc. for documentation purposes.
- Remember that the SAO coordinator is always available for assistance and consultation. Contact Jim Haynes at ext. 8954 or haynesjim@deanza.edu anytime.
- Don't leave here today without setting up the dates, times and locations for your SAO team to continue meeting/communicating.

DE ANZA COLLEGE SERVICE AREA OUTCOMES (SAO)

The SAO Goal for 2009-10

2009-10 is our initial year for the completion of some SAO/assessment cycles. The goal is to have every Student Services area and College Services area that currently conducts Program Reviews complete at least **ONE** full SAO/assessment cycle by June 2010.

In order to assure we reach this goal, each area must:

- Determine a calendar for the SAO team to meet that is appropriate to your work area (time and space).
- Develop a timeline for hitting the June 2010 deadline that is appropriate and attainable for your area and the services you provide.
- Identify the resources your area will need to succeed: trainings, workshops, time/space, SAO coordinator assistance, etc.
- Document everything your area does related to SAO/assessment and communicate with the SAO coordinator your accomplishments, concerns and needs.

Student Service areas currently conducting Program Reviews (Source: Student Services Planning and Budget Team Web site)

Adapted Physical Education, Admissions & Records, Articulation & Transfer, Assessment Center, Athletics, Career Center, Counseling Center, Disability Support Services, Educational Diagnostic Center, EOPS, Financial Aid, Health Services, International Students, Outreach, Puente Project, Student Activities, Student Success and Retention Center, Transfer Center

College Services areas currently conducting Program Reviews (Source: Finance and Educational Resources Planning and Budget Team Web site)

Bookstore, Budget Analyst, Budget and Personnel, Cashiering, Child Development Center, Custodial Services, Dining Services, Evening Coordinator, Facilities Rental, Grounds Operations, OTI Accountant, Payroll, Personnel, Postal Services, Printing Services, Professional Workforce & Development, Student Accounts, Technical Resources Group

Appendix 11

FINANCIAL AID AND SCHOLARSHIP OFFICE SERVICE AREA OUTCOMES (SAO) ONE-YEAR MODEL – PROGRESS UPDATE

Sept. 15, 2009

Phase 1 – Writing Completed May 8, 2009
SAO

“New students to De Anza will use the Financial Aid Web site to help them find important financial aid information and help them navigate the financial aid process.”

Phase 2 – Findings Completed Aug. 31, 2009

A survey was electronically sent to all 7,636 financial aid applicants for 2009-10.

Responses were received from 1,545 applicants. Key findings were:

* 96% of respondents had visited the Financial Aid Web site.

* 91% of respondents replied that they “agreed” or “strongly agreed” that the Web site helped them understand the steps to completing the financial aid application.

* 78% of respondents replied that as a result of visiting the Web site they understand the steps needed to complete a financial aid application at De Anza College.

Phase 3 – Reflections In process September 2009

Initial highlights identified by research show that the Financial Aid Web site is widely used by students to gather critical information regarding steps to completing the financial aid application and answering questions about financial aid.

During Opening Day and several subsequent staff meetings, the Financial Aid Office staff will read in detail 58 pages of comments from the survey. About 40 pages are answers to the question “*What is the best thing about the Financial Aid Web site?*” and about 10 pages responding to the question “*Please let us know if you have any suggestions for improving the Web site.*”

Phase 4 – Enhancements Winter/Spring Quarters 2010

Suggestions made by respondents will be incorporated into the Web site where possible and applicable.

Appendix 12

PROGRAM REVIEW 2008-11

Division: _____

Department or Program: _____

Name and Title of Preparer(s): _____

In providing responses in the following areas, **please utilize the quantitative data available in the Program Review Enrollment Data Document and the Budget Document.** For the purposes of the Program Review, both departments and programs will be referred to as “program.”

I. Description and Mission of the Program

Which area(s) does this program considerably address (check all that apply):
 Basic Skills Transfer Career/Technical Other (describe)

- A. Provide a brief description of the program including any services provided and the program’s mission.
- B. Provide a summary of the program’s main strengths.
- C. Provide a summary of the program’s main areas for improvement.
- D. What are your expected outcomes (such as learning outcomes, transfer, career goals, certificate and degrees) for students in your program?

II. Retention and Growth

- A. How has the program responded to the institutional goals of increased access, growth and retention? (Include the number of students enrolled in the program and the retention rate over the last three years.)
- B. How has the program responded to the institutional goals of increased access, growth and retention **specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students?** (Include the number and percentage of the program’s enrollment that was made up of the targeted populations and the retention rate of the targeted populations over the last three years.)
- C. The Statewide Basic Skills Initiative defines “basic skills” as English, mathematics, reading, writing and ESL skills. In what ways does your program address the basic skills needs of students? For programs that do not directly address basic skills, how does the lack of basic skills impact student success rates for your program?

III. Student Equity

- A. What progress or achievement has the program made toward decreasing the student equity gap? (Include student success rates for targeted populations compared with other students over the last three years.)

- B. In what ways will the program continue working toward achieving these goals?
- C. What challenges exist in the program in reaching such goals?
- IV. **Budget Limitations** (Please be specific in your responses.)
- A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences of continued limited funding on the program?
- B. Describe the consequence to students and the college in general if the program were eliminated or significantly reduced. Please be specific.
- V. **Additional Comments (optional):** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.
- **Strategic Planning Initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention):** Describe any other Strategic Planning Initiatives your program has addressed.
 - **Relationships with Other Programs:** Describe any partnerships or collaborations that the program is actively engaged in that reduce costs and/or improve service delivery.
 - **State and Federal Mandates:** Describe any state or federal mandates that directly impact the program.
 - **Trends (such as enrollment, certificate and degrees conferred, transfer rates, job placement, etc.):** Describe any positive and/or negative trends in the program.
 - **Comparable Programs at other Institutions:** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the state.

Appendix 13

ANNOUNCEMENT OF EMPLOYMENT OPPORTUNITY

De Anza College
Posted July 13, 2009

Coordinator of Diversity, Community and Civic Engagement:

The Foothill-De Anza Community College District is currently accepting applications for Coordinator of Diversity, Community and Civic Engagement, a tenure-track, 10-month, full-time position, which reports to the Associate VP of Instruction. This position will take primary responsibility for the Institute of Community and Civic Engagement (ICCE) and will be responsible for diversity-related projects under the supervision of the Dean of Intercultural and International Studies and Diversity Affairs. It has teaching responsibility of up to .3750 FTEF (approximately one-third of an annual teaching obligation), requires working several evenings during the year and working some weekends. As funding and resources for additional positions become more available, we hope to expand both the Diversity Office and the Institute of Community and Civic Engagement.

Duties and Responsibilities:

Under the direction of the Associate VP of Instruction, demonstrate initiative and creativity in developing and implementing in-service as well as educational programs designed to assist administrators, faculty, staff, and students to cultivate an understanding, sensitivity and respect for all cultural groups, genders, sexual orientations, and persons with varying abilities.

- Serve as a resource specialist for cultural diversity across the curriculum.
- Participate in the training of search and selection committees as needed.
- Participate as needed on the Campus Diversity Advisory Council and serve as a member of the District Diversity Coordinating Committee.
- Develop, advocate for and collaborate on ICCE initiatives with administrators, faculty, staff, students and community partners.
- Meet with ICCE advisory committee at least once a year.
- Participate in local and national civic engagement conferences and meetings as possible.
- Perform administrative responsibilities including fiscal management and resource development for ICCE.
- Write reports and program reviews for ICCE.
- Work directly with shared governance bodies (e.g. Curriculum Committee, Academic and Classified senates, De Anza Associated Student Body, administrative leadership) to achieve the De Anza Strategic Objectives, especially as they relate to Cultural Competence and Community Collaborations.
- Work closely with the Office of Professional and Organizational Development to assist in achieving the diversity and ICCE goals of the campus.

Standard duties expected of all faculty including the development and evaluation of curricula, maintaining scheduled office hours, attending division meetings, pursuing professional growth activities and performing other duties consistent with the role of an instructor. Instructors also have the opportunity to serve on district and college committees and to participate in campus extra-curricular activities.

Appendix 14

From the De Anza College Curriculum Committee Web site (pulled 9/16/09)
<http://dilbert.fhda.edu/curriculum/>

Multiculturalism

Here at De Anza, our General Education courses should include multicultural perspectives to the extent possible.

Considering Multicultural Content in Your Course Outlines

To be able to adequately address our diverse student populations in curriculum development, it is important to include multiple perspectives in course outlines. Consider the following questions when developing your course curriculum:

1. **What contributions have people from different groups made to this area of study?** Explanation: Are there major contributors to this area of study from people of marginalized groups who have typically been left out?
2. **Does this course help students understand the multicultural context of society?** Explanation: Traditional curriculum often avoids addressing controversial issues and does not help students to better understand the social processes that have made the world what it is.
3. **How does this area of study impact different groups of people differently?** Explanation: People from different groups may have different experiences with the topic studied, so the perspective taught in the course should be sensitive to and address some of these differences.
4. **Are questions being posed in ways that exclude?** Explanation: Many academic disciplines are structured around the experience of dominant groups as the center of study and push the experiences of others to the margins. How can the curriculum be more inclusive?
5. **What have scholars who are interested in challenging marginalization in this area of study said about how it should be studied?** Explanation: For the past 20 years people from many marginalized groups have made many contributions to most fields of study and have suggested ways in which these fields can be transformed. The work of these scholars should be incorporated into curriculum proposals.

Suggestions for How to Approach Answering These Questions

- Consider where in the course outline it would be most appropriate to address multiple perspectives: the course objectives and content, the assignments and/or the methods of evaluation.
- There are many people who can serve as resources on campus: the Curriculum Facilitator, your division Multicultural Resource Representative, people in Intercultural Studies or Women's Studies, and/or the Multicultural Resource Librarian.
- Find a multicultural bibliography for the area/course you are working on.
- Consult your disciplinary associations for multicultural resources related to your field.