

Annual Governance Reflections Survey – Spring 2018

Starting in Spring 2016, each shared governance group was asked to annually reflect on their processes through three targeted questions. The results of the reflections are published annually in the Educational Master Plan Update and help inform the college's planning processes. In spring 2018, a third question was added to address an item in the college's Quality Focus Essay regarding the dissemination of information from the shared governance groups.

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

Administrative Services Planning and Budget Team (APBT)

The APBT completed program reviews within TracDat for the first time this year in line with all other planning and budget teams, and assisted with the writing of the accreditation follow-up report draft to meet ACCJC requirements. The group spent the primary amount of their time on budget reductions with a focus on trying to preserve services that had the greatest impact on services, identify alternative sources of income when available to reduce the impact on positions. The group invited presenters to share information on Guided Pathways, which are linked to the college's mission and strategic initiatives. The divisions completed all AUOs and assessments this year as well. The group reviewed the state budget information and how it will impact the college.

College Council

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

Classified Senate

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

College Planning Committee

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

Academic Senate

The Academic Senate worked actively with the Academic Senate Executive Committee and academic department chairs and other district/campus faculty and administrators in discussing and addressing an inordinate amount of large scale change, including: district budget cuts; Guided Pathways; AB 705 implementation impacting English, Reading, Math, and ESL placement and course pathways; the governor's proposed changes as to how community colleges are funded, the proposed 115th fully online CA community college; new legislated requirements for AP Exam GE credit; integrated BSI/SSSP/Equity state funding and subsequent formation of a new college shared governance committee to oversee this; De Anza piloting of the Starfish early alert system.

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

We worked closely with Student Trustee Elias Kamal and a committee of VIDA and Office of Equity faculty, staff, and students to establish effective mentoring and participation guidelines for student representatives and shared governance leaders. The Senate made significant progress in faculty use/adoption of Online Educational Resources (OER), including the establishing of the following: 1) a De Anza OER resources website; 2) getting Academic Senate approval of the low textbook cost (LTC) and zero textbook cost (ZTC) designations process for identifying courses using LTC and ZTC in our online course catalog. The Senate also worked to get De Anza and Foothill English and math department faculty to be in regular dialogue and sharing what they are doing to be in compliance with AB 705. We had frequent communications and dialogues with campus and district leadership such as Foothill Academic Senate, Classified Senate, and Faculty Association (this was the first year that the FA executive committee invited Academic Senate officers to their annual retreat to dialogue

together). Finally, we ensured that Academic Senate and faculty were leading our campus' Guided Pathways inquiry, design, and implementation, as well as posting Guided Pathways college plans onto the Academic Senate website.

Instructional Planning and Budget Team (IPBT)

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

Technology Committee

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

Student Learning Outcomes Committee

The committee held a convocation with focus on ICC and assessments along with corresponding reflections and enhancements contributing to equity goals. SLO, PLO, SSLO, and AUO assessments ensure that the school continually improves learning environment and support services for the students in alignment with our Mission.

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

Administrative Services Planning and Budget Team (APBT)

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

College Council

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

Classified Senate

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

College Planning Committee

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

Academic Senate

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

Instructional Planning and Budget Team (IPBT)

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

Technology Committee

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

Student Learning Outcomes Committee

All three planning and budget teams are using Improve (formerly Tracdat) as the repository for program review. On each there is a section that directly pertains to SLO/SSLO/AUO assessments as appropriate. For the non-instructional areas, mini-workshops are conducted to assist with the cyclic process of assessment. SLO Coordinators have overlapping responsibilities as members of the Academic Senate, VP of Academic Senate, Curriculum Co-Chair, College Council, and De Anza Representative on FA Executive Council. In addition, a SLO coordinator attends Equity Advisory Council meetings as observer and a SLO Coordinator represented the SLO Core Team on the Viability Committee reporting on the SLO assessment work for each area referred to viability. Having SLO Coordinators serving in multiple capacities guarantees that the Student Learning Outcome process is part of decision making process throughout the organization. Pending final approval, beginning 2018-19 there will be a Student Learning Outcome addendum form for all new courses and all course revisions submitted to the Curriculum Committee. This will not only ensure continual assessments of the outcomes but will also be a way to assist with quality of outcome statements themselves and their assessments. One SLO coordinator represents faculty on each of the planning and budget teams ensuring that assessment work drives resource allocation. The IPBT in particular considers SLO assessment work when assigning resources and evaluating areas for viability. SLO coordinators have increased communication with Division Deans. We will endeavor to report out to individual departments recognition to assessment work completed and to encourage and support in increasing assessment work as appropriate. We will also continue with programs such as the \$500 LOAC Award.

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

Administrative Services Planning and Budget Team (APBT)

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

College Council

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

Classified Senate

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

College Planning Committee

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

Academic Senate

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

Instructional Planning and Budget Team (IPBT)

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

Technology Committee

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

Student Learning Outcomes Committee

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